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ABSTRACT

The objective of conducting this survey is to locate areas where the secondary education program in India needs to be strengthened. The investigation studies the areas of: 1) physical facilities available in the secondary schools; 2) administration and staff; 3) subject enrollments; 4) curriculum and evaluation; and, 5) cost patterns. To gather data in these areas a questionnaire was developed with 108 major questions. These questions were structured under the following twelve headings: 1) general identification; 2) school enrollment; 3) curriculum offerings and time allocations; 4) physical facilities; 5) teaching staff; 6) administrative organization; 7) school finance; 8) examination and evaluation; 9) instructional program; 10) school library; 11) co-curricular activities; and, 12) pupil's welfare. This questionnaire was administered to a 10% sample drawn on a random stratified basis from the total number of secondary schools in India in 1960-1961 and 1961-1962. The results of the survey are reported in statistical tables by question and are summarized in Chapter 4 through Chapter 12. Generally it was found that a more extensive sampling is needed to permit all the types of generalization desired, and that the present study should be considered as exploratory in nature. Additional statistical tables are included in SO 001 590 through SO 001 592. (Author/AWW)

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PART I

NIE-HEW PROJECT NO: 001
A SURVEY OF
SECONDARY SCHOOLS
IN INDIA

SO 001 589

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PART I.

A SURVEY OF SECONDARY SCHOOLS IN INDIA

(PROJECT REPORT)

(SURVEY QUESTIONS NO. 1 TO 20)

COUNCIL MONOGRAM

NIE-HEW PROJECT NO;OE-4-21-001
DEPARTMENT OF FIELD SERVICES

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH
AND TRAINING
1966

PROJECT STAFF

1.	A.C. Dave Gowda Dr. M.B. Buch	Director
2.	I.S. Chaudhri	Principal Investigator
3.	K.N. Hiriyanniah R.N. Verma	Research Associate
4.	Zamir Ahmed	Research Assistant
5.	K.R. Prasad K.N. Rao	Technical Assistant
6.	A. Balasubramanian	Technical Assistant
7.	S.C. Mittal	Technical Assistant
8.	Miss R.K. Kaul	Technical Assistant
9.	H.L. Taneja S. Makhijani	Senior Stenographer
10.	T.R. Maini	Typist
11.	B.S. Khanna	Typist

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FORWORD

Nine NIE-HEW Projects were taken in hand by the National Institute of Education (NIE) in collaboration with the U.S. Department of Health, Education and Welfare (HEW) on October 1, 1963. Project No:OE-4-21-001: A Survey of Secondary Schools in India, was undertaken by the Directorate of Extension Programmes for Secondary Education, now called the Department of Field Services of the National Council of Educational Research and Training.

The Survey Report is presented.

The survey is significant from the point of view of future planning and strengthening of secondary school programme. The fulfilment of the constitutional directive (Article-45) regarding the introduction of universal, free and compulsory primary education will generate pressures on the expansion of secondary education at an accelerated pace during the Fourth and subsequent plan periods. The large scale expansion of secondary education **is also** inevitable from the point of view of meeting the additional requirements of teachers for primary schools, and for filling of a vast variety of intermediate occupations for the expanding economy. Besides the quantitative aspects, the need for qualitative improvement of secondary education is equally important. Such a programme of expanding secondary education, with inescapable needs for qualitative improvement, will involve finances of huge dimensions. Since our resources are limited, the Survey Report is likely to throw light as to how best to plan for an efficient

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secondary school programme within the minimum cost. The findings of the survey also provide leads for improvement of both pre-service and inservice training of the secondary school teachers/administrators and point out the needed reforms in the administration, organization, supervision and control of secondary education.

(L.S. CHANDRAKANT)
JOINT DIRECTOR-NCERT.

PREFACE

With the setting up of the National Council of Educational Research and Training in September, 1961, it was decided to take up such surveys in the field of education as would help the Council to locate the areas and the problems demanding immediate research in the field of education. The Directorate of Extension Programmes for Secondary Education was entrusted with the work of undertaking the Survey of Secondary Schools in the country. Shri P.D.Sharma, the then Deputy Director of DEPSE initiated the preliminary work on this survey. An Advisory Committee consisting of Shri Raja Roy Singh, Joint Director (NCERT), Prof. T.K.N.Menon, the then Director (DEPSE), Dr. Helen M.Walker and Dr. Shoe Maker, member of the Teachers College Columbia University Team was set up.

The preliminary draft of the survey questionnaire for collecting necessary data from the schools was prepared by Shri P.D.Sharma. The preliminary draft questionnaire was reviewed by the Advisory Committee. The draft was also referred to the Principals and Hony. Directors of 92 Extension Services Departments attached to Secondary Teacher Training Colleges in the country for their comments and suggestions. The draft questionnaire was further discussed in the zonal conference of Hony. Directors and Coordinators of Extension Services Departments held in early 1963. The questionnaire was further reviewed by Shri K.L.Joshi, Chief (Education); Shri D.P.Nayar, Director (Education); and Dr. S.N.Saraf, Assistant Chief (Education) of the Planning Commission, Government of India. Further-more, the questionnaire was tried in 14 Secondary Schools to discover discrepancies and inaccuracies.

The modified draft questionnaire together with the research design of the Project was put over to the Office of Education of the U.S. Department of Health, Education and Welfare for consideration as proposal for financial assistance under their programme of international projects. The proposal was accepted. The project was sanctioned from October 1, 1963 for two years to expire by September 30, 1965 but was extended by nine months to close by July 31, 1966. Shri R.D.Sharma left DEPSE in July, 1963 and Shri I.S.Chaudhri, Evaluation Officer (Examination & Evaluation Unit) took over as Principal Investigator.

Soon after the project was sanctioned the National Council set up Projects Progress Review & Steering Committee. The Committee revised the modified draft questionnaire and finalised it. The Committee met in 16 meetings, held at intervals through out the duration of the project to review the progress and discussed further measures to steer it to its completion.

The questionnaire was administered to a sample of 1977 schools in the country. 84 Extension Services Departments through out the country were involved in the collection of data. As a result of the nation-wide machinery of the Extension Services Department undertaking the collection of data, 95% of the returns were obtained.

Design for processing the Teachers' proforma, Principals' proforma and Librarians' proforma were developed by Shri K.N.Hiriyanniah, Senior Research Officer, Educational Survey Unit. The Teachers' proforma were processed at Sardar Patel University, Vallabh Vidyanagar through the good services of Shri I.J.Patel, Vice-Chancellor of the University. The Principals' proforma were processed under the supervision of Shri S.N.Katiyar, Coordinator, Extension Services Department, Central Institute of Education with the help of a group of secondary school teachers of Delhi.

The staff engaged on the project was throughout assisted by almost the entire staff of the DEPSE including the Central Examination Unit without whose integral help it would perhaps have not been possible to do entire spadework required by the diverse needs of the Project.

I take this opportunity to extend my gratitude and sincere thanks to all persons involved in this Project and also to Shri J.P.Naik, Member-Secretary, Education Commission, Dr. S.K.Mitra, Head of the Department of Psychological Foundation, Dr. S.N.Mukerjee, Head of the Department of Educational Administration, Dr. S.N.Mehrotra, Deputy Secretary (Education), Government of Uttar Pradesh and Dr. R.H.Dave, Head, Examination & Evaluation Unit for their valuable assistance in designing the format of the report. My gratitudes are also extended to all the Heads of the Secondary Schools who supplied the data needed for the Project.

DIRECTOR OF THE PROJECT

CHAPTER I

INTRODUCTION

In collaboration with the U.S. Department of Health, Education and Welfare, the National Council of Educational Research and Training, through the Directorate of Extension Programmes for Secondary Education undertook: A National Survey of Secondary Schools.

FIRST PHASE: FINALISATION OF THE QUESTIONNAIRE

Survey Objectives:

The general objective of conducting the Survey is to locate the areas where the Secondary Education Programme needs to be strengthened. The investigation studies the areas of: (i) Physical Facilities; (ii) Administration & Staff; (iii) Subjects Enrolment; (iv) Curriculum & Evaluation; and (v) Costing Paterns.

The Survey was intended to be merely a fact gathering operation. The survey technique was used to gather factual information regarding the actual conditions of schools. The areas were broken down into their component parts so that they could become manageable specifics. It was an organised attempt to analyse, interpret and report the status of Schools. The survey required a scientific collection and examination of pertinent data concerning specific areas systematically prsented or constructively interpreted with a view to improvement of phases with which it dealt.

The study is significant from the point of view of future planning and strengthening of Secondary School Programme. The fulfilment of the constitutional directive (Article-45) regarding the introduction of universal, free and compulsory primary education will generate pressures on the expansion of secondary education at an accelerated pace during the Fourth and subsequent plan periods. The large scale expansion of secondary education is also inevitable from the point of view of meeting the additional requirements of teachers for primary schools, students for universities and also for filling of a vast variety of intermediate occupations for the expanding economy. Besides the quantitative aspects, the need to lay stress on the qualitative aspect of secondary education is equally important. Such a programme of expanding secondary education, with inescapable needs for qualitative improvement, will involve finances of huge dimensions. Since our resources are limited, the present study will throw light as to how best to plan for an efficient secondary school programme within the minimum cost. The findings of the survey will also provide leads for improvement of both pre-service and inservice training of the secondary school teachers/administrators and will point out the needed reforms in the administrative organisation, supervision and control of secondary education.

Survey Coverage:

The Survey covers all the States and also the Centrally administered areas of Delhi; Himachal Pradesh, Goa, Daman and Diu, Manipur; Pondicherry and Tripura.

Categorization of the schools as a whole takes into consideration the variable dimensions of: (1) Rural/Urban; (2) Government/Non-government; (3) Boys/Girls; and (4) High/Higher Secondary Schools.

Samples were chosen to be representative of each of above categories and the numbers are proportional to the number of corresponding elements in the population. Consequently, the number of samples drawn from heterogeneous data have been larger than if the data were homogeneous. Since the lists from which the sample was drawn represented random ordering of population cases, the technique of fixed intervals was considered as random sampling.

Survey Sample:

The Survey is based upon a 10% sample drawn on a random stratified basis from the total number of secondary schools in the country in 1960-61 or 1961-62. Only in the case of Rural Girls Schools a 50% sample has been taken for the reason that the number of such schools in some of the States is very low and would not give adequate representation on the basis of a 10% sample. However, a 10% sample has been used as a basis for drawing overall conclusions. The size of the sample depended upon the extent to which the individuals were representative of the population to be studied, the inclusiveness of the sample, the types of groups involved, the number of categories of data required, and the methods of analyses of data. It was absolutely essential that the size of total sample be large enough to permit valid analyses of the sub-samples used in the smallest break-down of data to be made.

For purposes of sampling complete lists of Secondary Schools with information to enable classifications and the various categories were collected. The 10% sample was drawn on a random basis from the complete list of Secondary Schools, State-wise. Any deviation from the required number in each category was adjusted by further random process. The total number of schools included in the sample was 1977.

The lists of Secondary Schools obtained from the State Governments from which the sample was drawn were presumed to include the entire population as defined. Of course, it was difficult to obtain lists which could guarantee a complete definition of the population. So the sample was drawn from that part of the defined population which was readily accessible. The obtained sample could, therefore, only be considered as a representative of those lists pertaining to the years 1960-61 and 1961-62.

Survey Questionnaire:

A comprehensive questionnaire covering various aspects of Secondary Education was drafted for the purpose. The Survey questionnaire consists of 108 items grouped under structures of: (1) General Identification; (2) School Enrolment; (3) Curricular Offerings and Time Allocations; (4) Physical Facilities; (5) Teaching Staff; (6) Administrative Organisation; (7) School Finance; (8) Examination and Evaluation; (9) Instructional Programme; (10) School Library; (11) Co-curricular Activities and (12) Pupil Welfare.

In the prepration of the questionnaire it was thought fit to formulate a preliminary draft and to secure expert criticism of its make-up and content. The copies of the draft questionnaires were also submitted to a few individuals similar to those who were to receive it eventually; they were asked to fill it out;

and while it was still fresh in mind, to discuss it. In this way ambiguous questions and any questions using unfamiliar words or words which were apt to cause confusion or misunderstanding could be brought to attention. Questions which the tryout group tended to omit or to answer superficially were then revised and the whole questionnaire was improved. In editing the try out certain items were cross-checked for consistency of responses in different parts of the questionnaire.

Special attention was paid to the mechanical arrangement and appearance of the questionnaire in order to get good returns. Arrangement of items was made attractive, to be easy on the eyes to offer a minimum of difficulty in passing from one question to another and in checking the intended response. The questionnaire was designed to elicit a higher percentage of valid returns. The length of the questionnaire was dependent entirely upon the extensiveness of the data required and was not controlled by the expected number or percentage of returns. However, it was possible to make the long questionnaire appear shorter by the way in which it was reproduced.

Manual of Instructions: ✓

The Survey Questionnaire was accompanied by two Manuals of Instructions. "The Manual of Instruction for filling in the Survey Questionnaires" had been developed to contain definitions/explanations of concepts involved in items of the questionnaires. Some 48 concepts were explained so as to facilitate the filling in of the Survey Questionnaire by the Heads of the Selected Institutions.

"The Manual of Instruction for checking the filled in Survey Questionnaires" was developed to facilitate the scrutiny of the Survey Questionnaires filled in by the Heads of the Selected Institutions, by the Co-ordinators/Scrutineers, and the Technical Staff associated with the Survey Project. The Instructions dealt with explanation of procedures and laid down item-wise procedure for scrutiny to verify the completeness and consistency of the data.

SECOND PHASE: COLLECTION OF DATA

Contacting State Governments:

Directors of Education in all the 16 States and 6 Union Territories were addressed to secure willingness of the Heads of the 1977 Selected Institutions situated in their respective jurisdictions. They were also requested to allow the Extension Services Departments attached to the Secondary Teachers' Training Institutions, in their areas, to undertake the work of scrutiny of the filled-in questionnaires by calling Meetings of the Heads of the Selected Institutions allotted to them.

Honorary Directors of the Extension Services Departments were addressed (on December 3, 1963) to appoint Co-ordinators/Scrutineers to undertake the work of scrutiny of the filled-in Survey Questionnaires to be submitted to them by Heads of the Selected Institutions allotted to them in order to verify the completeness and consistency of the data supplied.

Survey Training Seminars:

Four Survey Training Seminars of two days duration each for 84 Co-ordinators/Scrutineers selected for the purpose of scrutiny of the Survey Questionnaires were conducted (in January/February 1964) at Bangalore (Southern India); Udaipur (Northern India); Ahmedabad (Western India); and Patna (Eastern India) along-with the Annual Zonal Conferences of the Honorary Directors and Coordinators of the Extension Services Departments to discuss the draft Survey Questionnaire; the two Manuals of Instructions and the Survey Conduct Programme.

Earlier, the Coordinators/Scrutineers were asked to administer the draft Survey Questionnaire in schools of their areas. As a result of the discussion in the Survey Training Seminars and pretesting of the draft questionnaire, certain changes were made in the Survey Questionnaire, the Manuals of Instructions and the Survey Conduct Programme.

Contacting the Schools:

Heads of the Selected Institutions were addressed individually to intimate to them the significance of the Project, to explain to them the Conduct Programme and to seek their consent. A preliminary letter asking whether or not the individual school would be willing to participate in the proposed study was issued on December 3, 1963. This was not only a courteous approach but a practical way of discovering those who would co-operate in furnishing the desired information. 80% of schools responded immediately because of initial report established only through correspondence.

The original request was also sent to the Administrative Heads of Schools because it could be possible that when a superior officer turned over the questionnaire to Heads of Schools in his jurisdiction to fill out, there was implied some feelings of obligation. This was done because of the fact that recipients were more likely to answer if a person organisation, or institution of prestige had endorsed the project. It was also considred desirable at times to facilitate contact with the Heads of Schools through intermediaries such as inspectors, supervisors and administrators who were sought to write personal letters of recommendation or authority to create an interest in the problems being studied.

Survey Conduct Programme:

Survey Questionnaire (both Office Copy and True Copy) along with Manuals of Instructions, three Staff Proformas, the "Acknowledgement Form ", the "Completion Chit" and the "Accompanying Letter" were got printed and despatched (on May 4, 1964) to Heads of Selected Institutions and the Coordinators/Scrutineers in the Extension Services Departments.

Within a fortnight of the despatch of the questionnaires to the Heads of the Selected Institutions, the Extension Services Departments were asked to call meetings of the Heads (or their nominees) of the Selected Institutions for checking the filled-in survey questionnaires wherein preliminary scrutiny work was to be undertaken. After another fortnight the Extension Services Departments were to receive back the complete filled-in questionnaires to be scrutinized by the Coordinators/Scrutineers and pass them to DEPSE for further analyses, compilation and reporting.

Administering the Questionnaire:

The set of the survey questionnaire included a cover letter to explain the objectives of the survey. The letter promised Token Honorarium of Rs. 25.00 for filling in of the questionnaire as an inducement to the respondent for compliance with the request. This letter of transmittal for the questionnaire was to solicit the co-operation of individuals in providing the information requested.

It was thought desirable to include with the covering letter and the set of Survey Questionnaire an "Acknowledgement Form" to be mailed back immediately acknowledging receipt of the set of the Survey Questionnaire. This "Acknowledgement Form" was printed with the blanks for the respondent to give his name, designation, address and identification number allotted to the institution. It was also to be used to provide identification information of the person responsible for answer-ing the questionnaire if he differed from the one to whom it was originally sent.

Survey Scrutiny Meetings:

Two printed copies of the survey questionnaires were despatched to the Heads of the Selected Institutions, one of them being a loose shee-t, ribboned Office Copy and the other being tbe bound True Copy. To begin with, the replies to the questionnaire were to be entered in the Office Copy by using erased and replaced by correct alternatives. Later on, these entries were transferred in ink into the True Copy. The Manuals of Instructions, enclosed therewith, could be referred to whenever required.

The conduct of Survey Scrutiny Meetings afforded group interview questionnaire method in which the Coordinators/ Scrutineers met serveral Heads of the Institutions in a group to discuss the problems under investigation; the points of view taken in dealing with the areas , and asked each member of the group to answer the questionnaire. If there was any apparent ambiguity in the items, from the point of view of the respondents, the Coordinators/ Scrutineers had an opportunity to clarify them at the moment. About 80% of the Heads of the Selected Institutions attended these meetings. This procedure has been found to yield a much higher percentage of returns of the questionnaire than what could be obtained by the simple correspondence methods.

Follow-up Procodures:

Some follow-up procedures were used to solicit the cooperation of recipients of the questionnaire in order to reduce the possibility of receiving an insufficient return of the completed questionnaires. On request, a second mailing of the questionnaire was made in favour of those who had misplaced the original set of survey questionnaire. There were about 5% of such cases. In certain cases personal letters, individually written and signed had to be sent, enclosed with a second set of survey questionnaire making a special appeal for cooperation.

About a month after sending out the questionnaire, a letter was mailed to the receipients calling their attention to submit the "Acknowledgement Form" duly filled-in. For those who had already compiled with this formality, a reminder was sent to obtain the "Completion Chit". After reasonable time, those subjects who did not return the questionnaire were approached by a letter reminding them that the completed questionnaire had not been received. This brought in some additional responses. The reminder was effective with those who had just put off or forgotton to fill out or mail the document. A further step in the follow-up process involved a personal letters of reminder, repeated a number of times in some cases. In extreme cases, recourse to telegrams, phone-calls and personal visits brought additional responses. After enough effort of this sort had been made without result, the remaining members of the sample who had made no returns were then visited by the Coordinators/Scrutineers and interviewed in the usual fashion. Also, if any of the returned questionnaire proved to be faulty on careful editing, the Coordinators/Scrutineers called on the subjects in order to make the necessary corrections.

Scrutiny of the questionnaires.

The scrutiny of the Survey Questionnaires was handled by Heads of the Selected Institutions, at their own level by reference to "The Manual of Instructions for Checking the filled-in Survey Questionnaires." Secondly, the scrutiny was handled by Heads of the Institutions themselves in the survey scrutiny meetings convened by the Coordinators/Scrutineers. Thirdly, the Coordinators/Scrutineers did the checking up of the survey questionnaires submitted to them by Heads of the Allotted Institutions. At the fourth level, the technical staff of the survey project did overhead checking in DEPSE itself. The scrutiny work lasted for about a year and even after that only 75% of the questionnaires could be finalised for data processing. The remaining questionnaires were included without their being finalised.

The limitation of words have been particular hazards in the questionnaire. The same words meant different things to different people. The questionnaire makers had their own interpretation whereas the respondents had many different interpretations. Considerable correspondence was taken up with the Heads of the Institutions as well as the Coordinators/Scrutineers in order to stream-line Interpretations of concepts involved. Even after that it may be mentioned that the questionnaire method could be least valid since further ambiguity might exist due to misinterpretations of the questions to be answered.

Receipt of the Questionnaires:

The more important the research topic and the more backing researcher has for his study the greater are the possibilities of receiving good response from the recipients of a questionnaire . 1872 out of 1977 questionnaires were received back in DEPSE giving a percentage of 94.7. Of course, much time did elapse before this percentage of returns could be achieved and that has been due to intervening examination periods, vacations, holidays and other periods that were exceptionally busy ones for this recipients in different parts of the country during the time when the questionnaire was administered.

Conclusions based upon small percentages of returns are often suspected of bias, although this is not necessarily true. If the sampling is well done that is, if it is representative of the individuals in the population, the percentage of returns is not particularly meaningful in itself. The most important factor in the analyses of data is to have an adequate number of questionnaires originally distributed and this has been fairly achieved in this project.

Non-Responding Schools:

105 out of 1977 that is 5% of Heads of Sample Schools who failed to return the questionnaire were often those who were either indifferent to the project or were hostile to it for some reason. Some losses have occurred because the heads of some schools were transferred to other institutions and the incharge took no interest.

Accuracy of Data:

It is possible for the data furnished to suffer from inaccuracies due to clerical errors made at the time when they were recorded. More over, bias has a way of creeping in even when it is least expected. In the questionnaire there is a possibility that an individual may answer according to what he thinks, rather than how he really feels. Also in reporting from the schools registers and records there could be a loss in reliability.

Moreover, it has been difficult to make certain that the respondents answered the questions truthfully.

The internal checking of responses is probably the simplest and commonest way of testing the consistency of data and this was adopted through out the scrutiny. There is every reason to believe that responses are highly consistetnt even over a substantial period of time and that they, therefore, represent enduring qualities rather than transitory phenomena. Of course, there could be no way to eliminate completely the fallibly human element and certain errors could be attributed to Technical Assistants with limited ability and interest in the research project. Use of mechanical tabulating devices might have helped to reduce errors but there could be the possibility of fault, bias or contamination.

THIRD PHASE: ANALYSES OF DATA

Survey Studies:

The Survey Data was to be reported on an all India basis and also on the State-wise basis. Before the finalisation of the questionnaire, the formats of tables in which the data was to be finally reported has been prepared. This helped in checking of the questionnaire with regard to its suitability and comprehensiveness. Also, the plan of the analyses was prepared much in advance.

The research Survey Studies were tentatively listed to cover all the 103 items of the Survey Questionnaire. Some of the studies were mere compilation of the data to be collected whereas the studies were designed to go deeper into the co-relations among the different concepts involved.

Contacts were established with the IBM World Trade Corporation, New Delhi to (1) finalise Machine Report Formats; (2) develop Code Sheets/Card Designs; and (3) estimate total time/Cost required for data processing. Agreement was signed with the IBM, World Trade Corporation, New Delhi, and data processing was to be completed within 90 working days counted from 12th July, 1965.

Codification of the Questionnaires:

For analyses by the Punch Card Methods, it was desirable to determine the codes to be used for transfering each item of information to the tabulating cards. Technicians from IBM were consulted to develop the most efficient system of coding. Code sheets for all 36 Punch Cards designs were developed.

As a first step in the analyses of qualitative data it was felt necessary to code the facts that were involved. Code numbers were assigned for all possible responses to permit easy transference of data to machine tabulation cards. Codification of the questionnaires was undertaken by the Project's Staff. Simultaneously, the Control Sheets laying out number of punch cards needed for each of 36 punch card designs per questionnaire were prepared.

Rigorous research usually implies that the coding system should have been developed prior to the acquisition of data. But this was not possible and good arguments could be advanced for developing the coding system after the data were gathered.

Data Processing:

The scope and magnitude of the Project demanded its conduct by use of the punched cards and statistical machines with the possible speed and precision. All pertinent information needed in the analyses of the study was transcribed from the filled-in questionnaires to the tabulating cards in the form of punched holes. Data was thus numerically coded. The actual punching, verifying, sorting and tabulating of data was done by IBM technicians. All the data has been classified and recorded permanently on records. If further analyses, using more complex operations are desired, later, the information is readily available.

Certain data needed to be grouped, classified and tabulated in some summary form. Out of 36 punch card designs data in respect of 29 of them was picked up by the IBM technicians from the source documents themselves. Transcription Code Sheets regarding the remaining 7 punch card designs covering widely spread out sub-items (76 in number and running into 851 Punch Card Columns) in the Survey Questionnaire were developed with the help of the IBM and transcription was undertaken by the Project's Staff.

There could be some wisdom in performing a part of data processing by hand methods. Even using the closed form type of question items, provision was made for unanticipated responses. Providing an "other" category permitted the respondents to indicate what might be their most important response, one that the questionnaire builders had not anticipated. Such items did not justify the use of machine methods. So the usual procedure to copy the information from the schedules on to work sheets was adopted. Manual Data Processing regarding open-end unanticipated response sub-items (58 in number and running into 92 table columns) in the Survey Questionnaire was completed by the Projects' Staff.

Quantification of Data:

The problem of converting a series of qualitative facts into quantitiative series more readily amenable to analyses and interpretation, had been one of the most perplexing problems. The descriptions were quantified in order to analyse them more precisely. Descriptive statistics such as percents, proportions, the mode and frequency-enumeration were used. Observations were classified and ranked. Deciding the number of units, to use in a scale has been largely an empirical matter. Equal interval scales were formed to establish linear relationships among data. Ratio scales were generally adopted to assign numerical values to observations that were commonly qualitative. The statistical relationships, so obtained, were used to establish functional relationships among variables. In short, data was reduced to manageable proportions.

Each statement, in survey, pictures, a prevailing condition at a particular time. In certain cases, the simplest form of representing research findings have been adopted for presentation in one column of data qualities or values of a variable (data) with the frequency of occurrence of each in a corresponding second column. To make tabulations more useable, the data have been placed in frequency distributions. To give logical order to the tabulation, variables in growth or size have been arranged in an ascending or discending order, rather than haphazardly. The sizes of intervals have been chosen not to be so small that the advantage of summarization is lost, nor so large that important characteristics of the distribution are lost. The preferred intervals have been invariably used.

Interpretation of Data:

The interpretation of questionnaire returns and preparation of analyses were planned in advance of time the questionnaires were distributed to the respondents. The process of interpretation may introduce distortion in an unknown direction and by unknown amounts and in order to guard against such mishaps, care was exercised to do the interpretation as objectively as possible.

It was also necessary to decide how to interpret and differenciate between responses on the questionnaire that were marked with "Zero" and those that were omitted. In analysing the data the "No Information" or omitted items have not been averaged with others in an **item.** Of course, when "Zero" was used to indicate a value, rather than no information, it was not excluded in averaging the values or in other techniques of summarization.

FOURTH PHASE: PREPARATION OF FINAL REPORT:

Survey Tabulations:

Since work on the Project involved the collections of a large quantity of data, it was necessary to organise those data into tables to analyse them effectively. Considerable time was spent to make tables of all data as the Project was originally planned in order to see overall characteristics that would be difficult to see in their raw state as given by the questionnaires. Upon those initial tables, data processing was planned out and after the processed data was received, it was found necessary to reformulate the tables during the process of analysing and interpreting the data. The summary tables have been developed as simple as their material and purpose could permit. Care has been taken to avoid use of long tables of minor importance. An attempt has been made to see that the tables presenting Survey results should be self explanatory and should not require extended reading of the text in order to understand them. Just how much tabular data should be presented has been a matter of judgement. As a general rule, only those statistics that are crucial have been presented. Sometimes, especially in a table of continous data whose extreme values were frequent and relatively uninteresting residual category has been employed.

On account of the length of rows in them, certain tables have been set length-wise on the page. In complex tables using several columns and rows it has been sometimes desirable to double space at strategic points, usually every fifth row. When there is a lack of available information, the space has been filled-in with dots (....). (.) signifies that the information, to be given, is not required there. ( ) denotes that the figures, although present, are too small to be given there and interpreted. The sums of percentages may differ slightly from 100 because of rounding errors. Discussion presents the detailed analyses of the data a little more forcefully and with more attention to differences in value. Interpretation provides adequate exposition of the true meaning of the material presented in terms of the purpose of the study being reported. The value of highly manipulated tabular reporting, of course, depends upon the basic accuracy of originally obtained data.

What to do about missing data has been a particularly perplexing problem to which there could be no completely satisfactory solution. As a result of the spare response to certain items, it is wondered whethere the data that have been obtained are of limited validity. The information in the unreturned responses could change the results of the investigation materially. The very fact of no response might imply certain type of reactions, reactions that can never be included in the summary of data. Needless to say, the smaller the percentage of responses, the smaller the degree of confidence one may place in the adequacy of the data collected. It is rather difficult to estimate, in the abstract, what percentage of questionnaire responses is to be considered adequate or satisfactory. Therefore, for objectivity of reporting the proportion of responses received have been included in the tables under "n/N" variations where n is the number of responses and N is the total sample. May be, it is through responses that the success or failure of this educational research can be established.

Draft Report:

In writing the first draft of the report, it was found desirable to begin with the development of tables for the presentation of the data so obtained. All the tables were made on separate pages to avoid re-writing them during the process of writing and revising the research report. The writing of the research report has not been an easy task. It may be noted that the report does not contain "all the facts", rather a tremendously selective process was involved. The report consists of all components of the study which appear to have worthwhile significance.

Textual and tabulation forms have been adopted to present evidences. The tabular form has been used in the presentation of quantitative data. Attempts have been made to make the tables complete and meaning full in themselves. The data presented in a single table constitutes a logical unit of evidence followed by further textual explanation. Judgement has been suspended if data were found inadequate.

Survey Findings:

To guard against the charge of unscientific carelessness or intellectual dishonesty, all the filled-in questionnaires, IBM data processed sheets, and punched cards have been preserved ready to be produced for checking and verification at any time. The basic data and the computations based on them have been preserved so that everything could be checked by anyone who would desire to question the validity of the analyses.

The thinking process requires at every stage of progress added increments of evidence in order that inferences, hypotheses or theories tentatively held may be identified as valid, verified as correct, or rejected as untenable. No generalization announced have the value of absolute truth. There is always more to do because better techniques could become available and new data of evidence might be uncovered. There is always additional evidence on hypotheses under consideration, which time, more funds or further increments of skill, energy and intelligence may bring to light. Any reader of the report could have divergent opinion with respect of its implication and recommendations in terms of his own understanding of the problems, evidence, and conclusion presented. But it would be in the fitness of things if repetition of the Project (whole or in parts) is undertaken for verification, although subsequent surveys may not slavishly repeat procedures and methods or use identical techniques.

The research report does not end with a note of finality but indications of some unfinished business that could be the next preoccupation of any fellow researcher would be perceptible through out. Moreover, problems exist in a variety of levels of logical abstractions. The solution of one problem could generate a set of others. The conduct of any research investigation is similar to the opening of Pandora's Box in the respect that many other problems of research are released. The kinds of needed research that grows out of this Survey have been indicated towards the end of the report. In many cases it is found that a more extensive sampling is needed to permit all the types of generalization desired, and that the present study should be considered as exploratory in nature.

(I.S. CHAUDHRI)
PRINCIPAL INVESTIGATOR
IN_CHARGE OF THE PROJECT
NO: OE-4-21-001.

CHAPTER 2

SECONDARY EDUCATION IN INDIA

In the year 1835 when Macaulay's Minute was out Lord William Bentinck's Government passed a resolution that provisions should be made for the continuance of schools where indigenous learning was being imparted. The Missionaries dominated in this role by introducing Secondary Schools with English as medium of instruction. To support these institutions Lord Hestings in 1844 proclaimed that for service in public offices preference should be given to those who were educated in English Schools. Thus in the early stages the Secondary Education in India started with the prospects of job.

The Wood's despatch of 1854 after reviewing the then prevailing educational systems recommended that:

a) the department of public instruction be created under the charge of the Director of Public Instruction.

b) the universities be established to conduct examinations and issue certificate.

c) large number of high schools be set up to cater to the educational needs.

Wood's despatch further supported 'the diffusion of arts and sciences' but gave no decision about the medium of instruction. This gave rise to two types of schools namely:

a) Vernacular schools imparting education through the regional languages and,

b) Anglo-Vernacular schools teaching English along with native languages.

But neither of the type offered any opportunity for either technical or vocational bias at this level. The course became only examination oriented rather than learning oriented.

Hunter's Commission set up on 1882 to go into the question of education in India recommended:

a) the opening of commercial and vocational schools,

b) the institution of grants-in-aid for secondary schools.

This resulted in the opening of secondary schools with diversified courses. This did not gain adequate support both from the public and private sectors. However the private enterprises found some incentive in the grants-in-aid scheme and thus between 1882-1902 there was some expansion in secondary education.

The University Commission set up in 1902 reviewed the entire position of the universities regarding the high school examination with the result universities controlled secondary education. The Indian Universities Act of 1904 required that 'the schools had to be recognised by the universities'. The universities began granting recognitions, formulating their own rules and regulations. The Act of 1904 also recommended the provision of one Course at the high school stage leading to the university examination and the other course leading to vocational trade, commerce and other jobs in various occupations. Nevertheless, these recommendations were not accepted.

As time lapsed, there was a fear that the universities dominated the secondary education which resulted in some States in India starting of Boards of Secondary Education with the following objective in view:

a) to prescribe syllabuses for secondary schools to conduct examinations at the school leaving stage and (b) issue certificates to the successful candidates.

In 1913 the Government of India resolution recommended 'a school complete in itself and independent of universities'. Further the resolution recommended a preliminary recognition to the secondary schools by the education departments of the States.

Calcutta University Commission, 1917, headed by Sadler probed into the domain of secondary education and recommended that improvement of Secondary Education is a must if university education should improve. The Hartog Committee which emerged later to review the position of education in the country recommended:

a) that there should be diversified curricula in the secondary schools after the middle stage,

b) that the teacher's training should be made more satisfactory and,

c) that the teacher's pay should be adequate. The Abbot-Wood Report 1936-37, suggested that a parallel system of vocational institutions be set up side by side with the academic institutions.

Since education is a continuous process a defect at any stage would ultimately culminate in weakening the system. The strength of a chain lies in the weakest link. The University Education Commission, 1948, painfully declared that "our secondary education remains the weakest link in our educational machinery and needs urgent reform".

Thus emerged the Secondary Education Commission 1952-53, which suggested the introduction of diversified courses at the secondary level with conversion of high schools into higher secondary/multipurpose type with a broad based curriculum at the secondary level.

Although several committees and commissions commented, recommended and suggested so many changes, the real condition of the secondary education was not forthcoming. Although the First and Second Five Year Plans had completed their quinquennial durations the educational planners and administrators were still in darkness about the Secondary education in the country as a whole.

There were variations in the organisational pattern in all the States and Union Territories in the country (Table No.1). Such a variation was prevailing not only between the States/Union Territories but also within the same State in various school stages. While there were some States which stipulated the system of primary, middle and secondary stages, thereby meaning high/higher secondary, some other States began with elementary and secondary stages thus amalgamating the middle stage mostly with primary stage. The heterogeneity was being felt not only in the organisational or structural pattern but also in all aspects of education. As secondary education forms the terminal stage for those youth who enter life on the one hand and transitional stage for those who join instituions of higher learning on the other, it was compelling on the party of all those who are grossly engaged in the qualitative as well as quantitative improvement in our education to have a view on all aspects of secondary education in the country.

This necessitated a study of the actual working condition of the secondary schools in the country. Since there were a large number of secondary schools, about 22,000, in the beginning of the Third Five Year Plan it was felt impossible to study all the secondary schools in the country covering all aspects. With the result, the need for a sample survey of the secondary schools arose.

CHAPTER 3

SURVEY DESIGN

Objectives:

As already referred to in the preceding pages the present survey was intended to cover information about:

1. Physical facilities available in the secondary schools.
2. Administration and staff.
3. Subjectwise enrolments.
4. Curriculum and Evaluation.
5. Cost patterns.

As any Survey implies fact finding, the present Survey also was intended to collect information in the secondary schools as they exist at present. For this purpose the information to be gathered was grouped under separate, specific heads to enable further analyses, interpretation and reporting of the data much easier.

Coverage:

The Survey covers all the Stages and Union Territories in the country. To enable adequate representation of secondary schools under all categories, although the State/Union Territory was taken as the unit as a whole, the institutions were considered under the following categories:

i) Rural/Urban
ii) Government/Non-Government
iii) Boys/Girls, and
iv) High/Higher Secondary.

The samples were drawn on random sampling basis keeping the list of the schools supplied by the States in the same order as preserved by the States.

The Survey covers all types of secondary schools namely high/higher secondary, post-basic and multipurpose schools. But during the time of analyses all the categories were grouped together for purposes of discussion.

Questionnaire:

To study the various aspects of secondary schools cited in the earlier paragraphs a comprehensive questionnaire was developed with 108 major questions. These 108 questions were structured under the following 12 headings:

i) General identification

ii) School enrolment

iii) Curriculum offerings and time allocations

iv) Physical facilities

v) Teaching staff

vi) Administrative organisation

vii) School finance

viii) Examination and Evaluation

ix) Instructional Programme

x) School Library

xi) Co-curricular activities, and

xii) Pupil's welfare.

The draft questionnaire was tried out in some secondary schools to enable the personnel engaged in the survey have a first hand knowledge of the terms used in the questionnaire which were likely to present difficulties to the responding schools. The draft questionnaire was further circulated amongst different departments of the Council to elicit expert comments and opinions on the questionnaire regarding modifications and improvements. After all the suggestions were received the items and sub-items were suitably placed under the respective group.

To enable the respondents to provide correct information two sets of manuals of instructions were prepared:

i) for filling the questionnaire, and

ii) for scrutinising the filled-in questionnaire.

The manual of instruction for filling the questionnaire contained explanations as well as definitions of the concepts involved in the items of the framed questionnaire. The manual of instruction for scrutinising the filled-in survey questionnaire was developed to help the coordinators, the agency for collecting the filled-in questionnaire, as well as the technical staff engaged in checking the filled-in questionnaire in respect of complete, correct and consistent information regarding various items included in the questionnaire.

The questionnaire along with the manuals of instructions was forwarded to the Health, Education and Welfare Department of U.S.A., who were the Co-sponsors of this Project along with N.I.E., for their suggestions and modifications, if any. However, the questionnaire was returned after due accord of their approval without any change.

As the Survey was undertaken by the then Directorate of Extension Programmes for Secondary Education (present Department of Field Services) the Coordinators of various Extension Services Departments all over the country were entrusted the job of collecting the filled-in questionnaires from the sample schools. These Coordinators had been trained in 4 different Centres regarding the scrutiny of the filled-in questionnaires. In their turn the Coordinators conducted two meetings with the headmasters attached to them for the purpose of filling the questionnaire as also for clarifying the discrepancies.

The filled-in questionnaires were in the first instance, scrutinised by the heads of the sample schools and later forwarded to the coordinators. The coordinators had a further scrutiny of these questionnaires and sought clarifications for the discrepancies observed by them from the schools. Final scrutiny was done by the project staff and the discrepancies observed were referred back to the sample schools. While some schools readily responded some institutions did not respond even after 4 or 5 reminders.

The Survey report was to be presented on an All India pattern with presentation of salient features Statewise as well. No question was to be omitted. The Survey was tentatively supposed to complete in 2 years time but was extended by further 10 months.

Apart from the Coordinators who were to collect the filled-in questionnaire and scrutinise at their level there were a team of Project staff who were fully engaged at the head-quarters to handle the Survey. The technical staff of the Survey comprised of the Principal Investigator assisted by a Research Associate, a Senior Technical Assistand and 4 Technical Assistants and on the clerical side a Stenographer and two typists. The Director of the Department of Field Services was also the Director-in-charge of the project and was always available for guidance on any issue.

CHAPTER 4

DEMOGRAPHIC INFORMATION OF SCHOOLS

Tables No. 2 and 3 furnish information about the population of India in 1961 (Censum of India paper No.1, 1962) and the number of secondary schools and enrolments in India in 1961-62 (Education in the States, Ministry of Education). Further table 3 provides schools enrolments in classes I to XI for the year 1960-61 as estimated in Third Five Year Plan, Planning Commission Government of India, P.P. 604 and 606.

Although efforts were made to obtain the latest list of schools from all the States pertaining to a base year the lists supplied belonged to either 1960-61 in some States and 1961-62 in others. While the actual Survey began in May 1964 the sample schools drawn were not from the most up-to-date and were at least 2 years old. A 10% sample was deemed to provide the real situation of the entire secondary schools and these samples were drawn from the list of schools supplied by the States either for the year 1960-61 or 1961-62 considering various categories viz. Rural/Urban, Government/Non-Government, boys/girls, high/higher secondary schools. At the time of drawing the sample the State was kept as a unit. As a 10% representation of rural girls institutions, which were scarce, would not provide adequate information, exception was made in this category in that 50% samples were drawn in this group. Even then only 1977 schools could be mustered in the sample (table4).

Despite repeated pressure on the sample schools 100% return of the questionnaires could not be achieved. Only 1873 (94.7%), table 4, of the 1977 sample schools returned the questionnaire. Further even from among the responding schools neither all the questions in the questionnaire had been answered nor the answers furnished for all the questions were correct. Although such discrepancies, inconsistencies and incomplete answers were pointed out to the responding schools (in some cases 4 to 5 reminders) not all the institutions could answer all the items correctly. If omission of such incomplete/inconsistent questionnaire in toto had been taken, not even a single questionnaire would have been available for analyses. As such, it was decided to omit the incomplete, inconsistent responses while analysing that item. Hence 'n' the number of samples responding to an item differs from item to item and is not 1873 in all cases.

Location of the school

Table No.6 to 12 furnish information regarding the location of schools populationwise, with municipal facility, with other secondary schools serving varying range of villages and the pupils who have to walk varying distances to have access to the secondary schools.

From table No.6 it is found that large number of schools (34%) are located in places having populations less than 5000 while 31% schools are located in places with population more than 20,000. All the remaining

35% schools cater to the places with population between 5000 to 20,000.

In table No.8 we find that 31% schools are situated in places having municipalities or corporations and the rest are located in areas which do not have municipalities.

While 50% of the secondary schools serve the pupil community in their individual capacities the remaining 50% schools serve the community collectively as seen from tables 9,10. In the latter category the number of institutions vary from 2 to more than 5.

Quite a large number of secondary schools (44%) as seen from table No.11 serve between 1 to 10 villages each while another 9% schools serve more than 50 villages each. The remaining schools serve between 11 to 50 villages each.

From the location of the schools observed earlier as many as 65% pupils have to cover a distance of less than 2 Kms. to have access to a secondary school (Table No.12).

Years of Establishment

These could be studied under the following 4 years as provided in the table:-3

i) the number of secondary schools during the pre-independence period which constitute 52% in the sample.

ii) the secondary schools opened in between post-independence and pre-plan periods 13%.

iii) the secondary schools opened during the First Five Year Plan 16%.

iv) Schools opened during the Second Five Year Plan 16%, and the remaining 3% schools were opened during the early years of the Third Five Year Plan.

School classes

Although the coverage of the Survey was intended to be exclusively for the secondary stages, as there were sample schools covering all the stages of school education, from table 14, we find various class patterns in the sample school.

In the sample schools it was observed that as many as 23% secondary schools comprised of classes VI to XI while 15% schools had classes V to X. There were 11% schools in each of the categories V to XI and VIII to XI. The other categories comprised of 7% schools having classes VI to XI, and a similar percentage having classes VI to VII. There were only 4% schools having standards VIII to X and 2% schools having standards IX to XI. There were also sample secondary schools having Primary, pre-primary scuh as nursery, kindergarten and infant classes.

From table No.15 it is found that 38% secondary schools started with middle sections, 33% with high schools sections and 2% with higher secondary sections. The remaining 27% secondary schools started with primary sections in them. Table Nos.16 and 17 show that 73% of the schools were up graded into high or higher secondary schools at some time or the other and at some stage or the other.

Large number of institutions (58%), are co-educational and of the remaining schools 22% *for girls. Among the co-educational schools some admit pupils only upto primary stage while some other schools admit upto middle stage only.

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* schools are exclusively boys' schools and the other 20%.

While Table No.18 provides the category of schools under co-educational, boys and girls, from table No.19 it is found that 67% schools are high schools including those with multipurpose characteristics while the remaining 33% schools are higher secondary schools including the multipurpose group. Table No.20 gives an idea of the number of residential (1%), partially residential (18%) and non-residential (81%) secondary schools.

Of the total sample schools 29% are managed by the Government including those sponsored by the Government (tables 21 to 26). The 46% institutions which are managed by private agencies include 28% schools managed by educational bodies, 10% schools by proprietory bodies and 8% schools by religious Missions. In the remaining 25% schools, 9% schools emerge from local bodies and 16% from other managements.

Among the private schools only 6% are unaided while the remaining 94% are aided. It is worthwhile to point out that even some secondary schools under the Management of Municipalities or Sanitary Boards have reported receiving [illegible]s. There were also instances reported wherein some schools which applied for aid but had not received the same till the time of the Survey.

Except the schools which are located in cold places (1%), which start their academic session from February or March, the academic session of the schools is mostly in the months of June (43%), July (19%) or January (23%) (table 27). The last category is mainly in the States of West Bengal and Bihar. While 12% schools start their session in April the remaining 2% schools commence their school year from May.

From table No.28 it is observed that in 61% schools the average number of total working days is between 200 to 224. There are also cases, in 1% schools, where the number of working days was less than 175 in 1962-63 while in another 4% schools this lay between 175 to 199. In the remaining 34% schools the total number of working days during the year 1962-63 exceded 225.

But the situation in respect of actual days was far from satisfactory in comparision to the total number of working days. This is clearly seen from table No.29 where 48% of the schools have recorded the number of teaching days ranging between 175 to 199. Only 29% schools have actual teaching days in the range of 200 to 224 days and another 15% schools had teaching days between 150 to 174. But from among the 34% schools which reported that they had more than 225 working days there were only 6% schools having more than 225 days for actual teaching. There were 2% schools having less than 150 teaching days.

The number of teaching days range from 5 to 6 days a week with mode at 5½ days. As many as 57% schools have this system. From table 30 it is found that another 28% sample schools utilise 6 days in the week and the other 15% schools work for only 5 days. Of course the number of working days per week vary from one school stage to another. In Maharashtra State where night schools function the schools function all through the week without any break.

Most of the schools have either seven periods a day (44%) or eight periods a day (46%). There are also institutions (6%) which have nine periods a day, ten periods (1%), and even eleven periods (2%) on a full working day. On the other hand there are 2% sample schools which have either five or six periods on a full teaching day (table 31).

The distribution of periods between the two sessions in a day is not even in that one session will have more working periods in one session than the other on a full working day. In some schools the number of periods on a full working day differs even among different standards in the same school stage.

On half workding day 58% schools (table 32) work for four periods while another 34% schools devote five periods. Among the remaining schools in 5% schools it is observed that three periods are alloted for teaching and the rest six periods.

In some schools it is found that only the last working day of the month is a half teaching day while in some schools functioning with six days a week, half teaching day is meant for extra social activities.

From Rajasthan and West Bengal it is found that there were two schools, one in each State, functioning in three shifts. Otherwise 90% of the schools are single shift schools and 10% work in double shifts (table 33).

In the 10% schools which run in double shifts, 7% schools have common teaching staff with an average of four common teachers while the other 3% schools functions with independent teaching staff.

In case of single shift schools, normally schools function between 10.00 or 11.00 AM to 4.00 or 5.00 PM with total teaching time of 5-6 hours on a full working day. Not all schools follow this pattern. Only 31% schools in Summer and 36% schools in winter follow this pattern. In other cases the variations are considerable.

Among the double shift schools the first shift which have the practice of functioning from 7.00 AM or 8.00 AM in the morning, to 11.30 AM or 12.00 noon in summer (48%) the duration of teaching time is 4.5 hours on a full working day. In winter only 24% of the first shift schools follow this pattern. However, the schools functioning in the second shift which start at 11.00 AM or 12.00 Noon (44%) and work upto 5.00 PM or 6.00 PM have a total teaching time of 5 to 6 hours in summer, but only 24% of these schools continue with this pattern in winter.

There are schools which vary their school timings every month. In schools working in sessions the recess or break ranges from half an hour to one hour. In some schools winter teaching time is cut short by even one hour a day. The variations in school hours can be seen from tables 34-36.

CHAPTER 5

ADMISSION AND ENROLMENT IN SECONDARY SCHOOLS

Since free and compulsory primary education was a constitutional guarantee, in almost all the sample secondary schools with primary sections in them there was no restriction of admission to the Ist class. But the admissions to other higher classes/standards are through tests or achievements in the immediately preceding final examination (table 37).

At the secondary stage there is no restriction for admission of pupils in 49% schools. While 38% schools consider achievement of pupils in the immediately preceding final examination before providing admission, in another 3% schools the admission of pupils is based on the area or zone to which they belong. This is revealing in table 16.

From table No.38 it is found that during the academic year 1962-63 none of the pupils was rejected in 62% secondary schools. In 28% schools the rejection of admission was between 1% to 10% pupils while another 8% schools rejected between 11% to 50% . In the remaining schools the rejections were beyond 50%.

Departmental Rules are laid down for reservation of seats to pupils but the percentage of reserved seats differ from school to school. The reservation procedure is followed in 55% schools as seen from table 39. Tables 40 and 41 present the percentage of seats reserved as well as the categories for whom the seats are reserved. Some schools report preference to certain categories of pupils rather than reserve.

Due to the increased facilities for education the number of institutions are also increasing and expanding. As such, while survey covered the years 1959 through 1963 for studying the trend in enrolment it was found that some institutions which were included in the lists supplied by the State Departments of Education either for 1960-61 or 1961-62 were non-existent in the earlier years. The increase in the number of institutions can be seen from table 42843. As a result, the schools which were opened in 1959-60 and onwards have no enrolment figures for the preceding years under study in the survey. Similar is the case in respect of schools which were opened either in 1960-61 or 1961-62. Further, in some schools the records of the preceding years were not traceable and hence no data could be supplied.

Through table 42 it is observed that for the year 1959 in 1697 sample secondary schools the enrolment was 6,86,000. This comprised of 4,97,700 (72.6%) boys from 1307 institutions and 1,88,300 (27.4%) girls from 1072 institutions. However as the number of institutions increased through the years 1959 to 1963 the enrolment also increased correspondingly. In the year 1963 when there were 1951 sample secondary schools furnishing information on enrolment the total enrolment was 9,36,300 recording an increase of 36.4%. This constituted 6,57,300 (70.2%) from 1466 schools and 2,79,000 (29,8%) girls from 1304 schools. The yearly increase in enrolment of boys, girls and the total for the interim years was between 5-8%, 6-7% and 6,9% respectively.

The subjectwise enrolment is provided in table Nos.44 and 45 for boys, girls and total. The percentage is with respect to the total enrolment in tables 42,43 and covers all the subjects reported by schools. Further tables 46 to 48 offers information regarding various subjects provided in different classes and as some questionnaires did not provide complete information some gaps could be found.

CHAPTER 6

CURRICULAR OFFERINGS AND TIME ALLOCATION

The curricular offerings can be grouped under two categories namely compulsory and elective/optional subject, stream/group. As there are certain subjects even under compulsory group which can be offered as an elective subject, particularly under craft, tables 46 to 48 present various subjects that are provided in secondary schools and tables 49 and 50 provide the additional subjects that are in demand either under compulsory category or elective/optional category in 51% schools. Under compulsory category the demand for additional subjects is mainly in respect of crafts whereas in case of elective/optional it is mainly for groups as a whole.

The scheme of providing compulsory subjects as well as their number differs from State to State. For example, the study of compulsory subjects terminates at the end of VIII standard and from IX standard onwards the pupils study only those subjects under elective groups for the next 3 years consecutively in Delhi. In the States of West Bengal, Rajasthan, Punjab, Jammu and Kashmir and Bihar which have higher secondary patterns as well, the study of compulsory subjects terminates at the secondary stage much earlier than the final year school leaving. However, where the high school patterns are in vogue the compulsory subject has to be studied upto the school leaving stage.

The compulsory subjects provided in the States are Hindi, English, Mother tongue/regional language, Mathematics, Science, Social Studies, among the examining subjects and crafts and physical education among the non-examining subjects.

While Hindi is offered as First Language in all the States having Hindi as mother tongue in other States it is to be offered compulsorily under the Third Language. Due to the three language system in all the States various languages are provided that are recognised in the constitution as regional languages as also the classical languages like Sanskrit, Urdu, Persian and Arabic. Even the rare languages like Santhali in certain parts of Orissa and Ardhamagadhi in parts of Maharashtra are provided in some schools. Manipuri language is also provided in some schools.

Although English is provided as compulsory in all the States except Uttar Pradesh, this is only compulsory upto X standard in the States of Gujarat and Maharashtra. While the pupil offers English upto X standard, he can successfully complete the course at the end of school stage without offering English, provided he does not seek admission in the university. In Uttar Pradesh, English forms one of the many Modern European Languages which a pupil may not offer for successful completion of the course. In Uttar Pradesh the XI and XII standards which are termed Intermediate do have English compulsory but in IX and X classes which form high school sections only, English is not compulsory.

Before discussing further compulsory subjects General Science, Mathematics and Social Studies it is worthwhile to discuss the status of these subjects in the States of Gujarat and Maharashtra. In these two States a pupil has to offer 4 subjects including two languages in the compulsory group. For the other two subjects that the pupil has to offer under compulsory group, the pupil has an option to offer any two of the above three subjects under the compulsory group. Thus in the States of Gujarat and Maharashtra these subjects form both compulsory as well as elective subjects.

In Uttar Pradesh the girl students can offer Domestic Science in lieu of Elementary Mathematics. In Assam and West Bengal in place of Social studies, History and Geography are taught and only in XI standard the subject is designated as social studies.

Although Mathematics has been provided under compulsory group as either General Mathematics, Elementary Mathematics or Mathematics in all the States no sample school has broken this into component contents such as Algebra, Arithmetic, Geometry, Trigenometry or Mensuration. But in case of Social Studies which is compulsory in all the States and the States of West Bengal and Assam and the Union Territories of Tripura, Manipur and Nagaland where they have been provided as History, Geography and Civics in some cases some of the schools have provided information under independent subjects even though the curriculum is designated as social studies. Similarly General Science which is also taught as Elementary Science in all the States has been provided under Physics, Chemistry, Biology and or Physiology and Hygiene as part of contents in General Science. Hence although enrolment has been provided in respect of these individual subjects these may be considered under the group of social studies and General Science in compulsory group.

Under compulsory group the total number of subjects ranges from one (in Delhi) to 6(in Madras and Kerala). In Delhi this one subject is English which is compulsory for all the students in the school leaving examination (Higher Secondary) with Science as elective. Perhaps for other elective groups these could be even more.

Under elective/optional subject/group (stream) the minimum number of subjects to be offered ranges from two (in Uttar Pradesh) to six (Gujarat and Maharashtra). Before further discussing the elective groups it is worthwhile to consider the pattern prevailing in Kerala and Madras. In these two States instead of elective/ optional group/subject there are what are known as Diversified courses. This comprises of secretarial courses including precis writing and some technical and fine arts subjects. The pupil who will offer only one subject from among the various subjects provided under diversified courses will not write the second language paper provided at the Ist level.

In Gujarat State and Western Maharashtra where a pupil has to offer at least 7 subjects of which only 4 are compulsory for successfully completing the course, only subjects in the category of technical, commercial and agriculture are grouped. Otherwise, there is no elective group/stream system. As in these two States there is option for a pupil to **offer with** a total minimum of 7 subjects upto a maximum of 10 subjects there is ample scope to choose subjects of any combination. The total number of subjects provided in the curriculum are 95.

The various elective groups/streams provided in the States which have group system are Humanities, Science, Agriculture, Technical, Commercial, Home Science and Fine Arts. In Uttar Pradesh at the High School stage there is Literary group which contains the subjects prescribed under humanities in other States. The subjects generally provided under each of the elective groups are:

I. Humanities Group: Classical languages, History, Civics, Geography, Economics, Mathematics, English, Drawing, Sociology, Psychology, Arts, Education, Military Science, Modern Indian Languages, Home Science, Logic, Commerce, Economic Geography, Commercial Geography, Music, Dancing and Painting, Indian Administration, Modern European Languages.

II. Science Groups: Physics, Chemistry, Biology, Mathematics, Hygiene and Physiology, Classical Languages, Modern Indian Languages, Home Science, Geography.

III. Commerce Group: Typewriting, Elements of Commerce, Commercial Geography, Shorthand, Banking, Commerical Arithmetic, Commercial Economics, Accountancy, Practice of Commerce.

IV. Agriculture: General Agriculture, Animal Husbandry, Agricultural Science, Agronomy, Biology, Farm Management, Horticulture, Agriculture Engineering, Crop Cultivation, Agriculture Chemistry, Physics and Climatology.

V. Technical Group: Geometrical and Mechanical Engineering, Workshop Practice, Applied Mechanics, Mechancial and Electrical Engineering, Applied Mathematics, General Engineering and Drawing, Physics and Chemistry, Printing Technology, Civil Engineering, Electrical Engineering, Mechanical Engineering, Machine Drawing, Dyeing Technology, Building Material, Textile Technology.

VI. Home Science Group: General Home Science, Home Management, Home Nursing, Food Nutrition, Lanudry, Embroidery and Needle work, Hygiene and Physiology, Cooking, Home Economics, Mother craft.

VII. Fine Arts Group: Music, Drawing and Painting, Sculpture, Appreciation of Arts, Designing, Dancing, History of Arts, Modellings.

VIII. Literary Group: (In Uttar Pradesh High Schools only): History with allied Geography, Geography with rudiments of Astronomy, Commercial Geography, classical languages, Modern Indian Language, Modern Foreign Language, Drawing, Mathematics, Economics and Music.

The subjects mentioned under each group are the subjects provided under the corresponding groups and not all subjects under each group are provided in all the States with elective pattern.

The number of subjects to be offered under optional/elective group/Stream/subjects ranges from two to three normally excluding the compulsory subjects. Except in Uttar Pradesh and that too at the High School stage, pupils offering subjects in one particular group prescribed, cannot offer subjects from another group. In Uttar Pradesh for high school examination, however, there is provision for a pupil under scientific group to offer one subject from this group and another subject from literacy group.

In the States of Kerala and Madras which have no elective groups but only diversified courses which a pupil may or may not offer there is scope for a pupil to successsfully complete the school leaving course with the prescribed subjects under compulsory group only. In the States of Gujarat and Maharashtra where there are no elective group systems followed rigidly but elective subjects, a pupil should offer at least three elective subjects but he can also offer upto a maximum of 6 elective subjects at the school leaving examination. In other States including Intermediate examination of Uttar Pradesh a pupil should offer not more than 3 subjects under each of the prescribed elective/optional/group/stream.

Although the syllabus and curriculum with the timings has been laid down by Departments of Education or Boards of Secondary Education or Universities that have control over the secondary schools it is observed that there is variation in the time alloted by schools for subjects under compulsory group. The variation in the allotment of time is not only between schools but also between different standards in the same school at the secondary level.

Among the various compulsory subjects English consumes more time than any other subject per week in all the States. While secondary schools in Mysore

State devote 4-5 hours per week for teaching English, in the States of Jammu & Kashmir, Punjab and Delhi this is 7-8 hours per week. In all other States the range is between 5-6, 6-7 or 6-8 hours respectively per week.

Regional languages follow in order of priority with regard to the time allocation in that the weekly time allocation ranges from 3-4 hours (Orissa, Punjab) to 6-7 hours per week in Jammu & Kashmir. In other States this ranges between 4-5 to 5-6.

In the States where Hindi is taught compulsorily under three language scheme generally 5 hours per week are alloted.

Of the other three examining subjects under compulsory group although most of the States devote even time for all the three subjects namely General Science, Social Studies and Mathematics it is observed that Mathematics receive partial treatment as against the other two subjects.

In case of general science and social studies the range of time is from 2-3 (Bihar, Gujarat, Mysore, Orissa) to 4-5 hours (Assam and Jammu & Kashmir). In all other States it is between 3-4 hours per week.

For Mathematics Gujarat, Jammu & Kashmir and Orissa devote just 2-3 hours a week while in West Bengal this is 6-7 hours and Kerala 5-6 hours a week. Otherwise this range is between 3-4 hours per week in all other States except Assam where it is 4-5 hours a week.

The two non-examining subjects crafts and Physical Education are provided minimum time in the weekly time table under the compulsory subjects which generally range from 1 to 3 hours a week in all the States and in Assam this time is even less than an hour for Physical Education. Table 51 provides a view of the weekly allocation of time for various subjects under compulsory group in all the States.

Table 52 presents the weekly time allocation in respect of the elective/optional group/stream in vogue. Although in Mysore State the pupil has to offer three subjects under elective group the total time alloted for the group as a whole is 6 hours whereas in States like Punjab, Rajasthan and the Union Territories of Delhi this time is as much as 20 to 22 hours per week. Although there is a slight variation in allocation of time between the elective groups in the same State such variation is not considerable. The groups for which there is extra time bias are science, agriculture or technical which possess either practical work or workshop. The times are adjusted as to keep the balance of the total time although there may be some variation in time between subjects within the group.

CHAPTER 7

School Finance

The financial position of the schools depend much upon the managements under which the schools are governed. As for Government managed schools either by the centre or State, the position is different from schools which are managed by local bodies such as Municipalities, District Boards, Cantonement Boards, **Sanitary** Boards, Zila Parishads or Village Panchayats or privately managed schools receiving Government aids and the privately managed unaided schools.

Moreover, the income and expenditure pattern differs from one management to another. While Government managed and in some cases even the local body managed schools carry on without any reserve fund etc., in other cases the schools would have a reserve fund or endowment without which they cannot function. Other incomes such as donations, school fees, grants received from the Government also add to the school fund. On the expenditure side the privately managed schools have to manage their expenses, both recurring as well as non-recurring, by pooling all the resources.

INCOME

For the five years 1958-59 to 1962-63 for which the school finance was studied (table 105 the bulk of the income to the schools was from Government which accounted for 46% of the total income during these five years which comprised of both Central Government (3%-4%) and State Government (43% to 48%) shares. School fees contributed to 10% of the income. In the schools under Private management, the management's contribution was only 6%-7%. But from other sources such as donation from public, pupils, sale of certain materials the income ranged between 27%-32% of the total income in some schools. Corresponding figures for exclusively secondary classes were 45%-55% from Government, 12%-14% from fees 6%-7% from managements and between 25%-30% from other sources.

Before discussing further it is necessary to point out some of the short comings in this section: (a) Some secondary schools which had middle sections also in them could not furnish information for middle classes and secondary classes separately.(b) In some Government schools, local body schools as well as private schools this information was not available as managements in case of local body as well as private schools did not provide information while the Government schools totally ignored the same.

Hence the size of responding institutions, n, for such items is very small.

The average income of a secondary school including middle sections wherever in existence was Rs. 45,634/- in the year 1962-63 as against Rs.34,352/- in the year 1958-59 (table 106). But from table 107 it is found that large amount of this came from secondary classes alone. The average income in the secondary classes was Rs.45,012/- in 1962-63 as against Rs.30,197/- in the year 1958-59 (tables 107 & 108). During the period under study it was observed that the income was on the increasing trend.

EXPENDITURE

As was observed about the increased income in table 105 for the years under reference the increased expenditure pattern is also visible in table 109 in respect of the total expenditure for middle and secondary sections taken together. The average expenditure of a school rose from Rs.35,844/- in 1958-59 to Rs. 53,447/- in 1962-63 of which between 87%-90% accounted for recurring ones and the rest for non-recurring. Similarly for secondary classes alone the expenditure figures were Rs. 32,644/- in 1958-59 and Rs.47,872/- in 1962-63 constituting 86-88% recurring and 12-14% non-recurring respectively (tables 110 and 112).

It is seen that major portion of the recurring expenditure is consumed by salaries to the staff, both teaching and non-teaching. This accounts for more than 80%. Items of science equipment and library have just 1% each. The remaining recurring expenditure is shared among provident fund contributions, school building repairs, rent, furniture equipments, office contingencies, sports and games etc., (table 111). With respect to recurring expenditure for secondary classes under salaries to teaching staff as there were common staff in some schools for teaching this could not be found separately. In respect of other items it is more or less the same.

As the schools were not very clear about the recurring and non-recurring items of expenditure certain items which have been provided under recurring expenditure by some schools are reported under non-recurring heads in others, table 113.

These items are science equipment and library equipment and these items consume quite a proportionate amount under non-recurring expenditure rather than the recurring ones. The other most important items under this category are land purchase 2-10%; building construction 38-53% and building extension 6-13%.

Reserve Fund and Endowments

Only 47% of the responding schools (table 115) have either reserve fund or endowment. While the average reserve fund possessed by schools having reserve fund is Rs.7493/-, the average amount under endowment amount to Rs. 22947/-. On an average in institutions having reserve fund and or endowment the total amount is Rs.12,604/- per school (table 116). In respect of the schools not having reserve fund/endowment it is learnt that such rule was not in operation when those schools were opened.

While some schools have either reserve fund or endowment there are some schools which have both. Under endowments it is found that some schools own land or other immovable property which have not been taken into consideration while determining the statistic. From table 117 it is found that 61% schools have deficit budget.

School Fees

The average rate of school fee per annum ranges from Rs. 50-61 in the VII standard including the States which have VII standard in their high/higher secondary stage to Rs.122-133 in the XII standard per annum. For other standards in between the figure ranges from Rs.54-56 in the VIII standard to Rs.84-86 in the XI standard per annum and goes on gradually increasing from standard to standard (table 119). A substantial portion of this fees accrues as tuition fee which ranges from Rs.33-38 in the VII standard to Rs.97-101 in XII standard. The other items of fees include admission, library, sports games, laboratory, audio-visual, lunch, uniform, medical, internal examination and transport fee. There is one more category known as other fees (table 120).

Although these are the average uniform rate of fees for the country as a whole there are some exceptional schools. For example, a school in Mysore State is allowed to collect one and a half times the tuition fee prescribed. In some States the school fee is charged on the basis of parents income as also according as the parents are tax payers or non-tax payers. Transport and laboratory fees are to be paid by only those pupils who avail themselves of these services. In some schools at the time of first admission to the school the pupil has to pay one month's tuition fee as admission fee. In some States fee is not charged from pupils upto certain classes/stage.

Fee concessions and Scholarships

In the year 1962-63, 5.5% pupils secured (table 121-124) half free ships while 28% pupils secured full free student ships. The half free ships category composed of a group of 5.4% boys and 5.7% girls and 30.3% boys and 22.6% girls under free student ships. The recipients of free ships are generally from low income groups, scheduled castes, scheduled tribes or other backward classes, wards of non-gazetted officers, political suffers, defence personnel or school teachers. Government reimburses the fees in most of the above cited categories.

In addition there are laid down policies which vary from State to State in respect of free and compulsory education and pupils derive maximum benefits out of this.

Scholarships

In the year 1962-63, 4.8% secondary pupils on role received scholarships (table 125-135) which were from various categories comprising of central and State Governments (0.5% each), local bodies 2.9%, 0.7% by other agencies and 0.1% instituted by schools themselves. Of the 4.8% pupils who received scholarships about 3% pupils also enjoyed full free studentships. These scholarships were categorised as merit, merit-cum-means, backward class scholarships, scholarships for wards of political sufferers and other scholarships.

The average value of a single scholarship was maximum in respect of backward classes (Rs.631/- per annum) and was minimum under other categories (Rs.100/-). However merit scholarship was of the value of Rs.501/- per annum while all the other categories ranged in between.

CHAPTER 8

EXAMINATIONS AND PROMOTIONS

Generally examinations are conducted at two levels. School examinations for periodical checking of the pupils' progress and promotion from one standard to the next and school final examinations conducted by the boards of secondary education, universities or Departments/Directorates of Education at the external level.

Internal Examinations: The internal examinations are conducted in different frequencies in various States (Table 142). When these examinations are conducted quite frequently say, weekly, fortnightly or monthly they are termed periodical tests while if they are conducted at an interval of every three months they are called examinations. While all the responding schools conduct half yearly examinations, in addition, 78% schools conduct quarterly examinations. As there are no hard and fast rules laid down by the Departments such periodical tests vary from school to school among the responding institutions.

Although all schools conduct annual examinations (table 142) only 25% of the responding schools base their class promotions on annual examinations only while in 70% institutions the promotion is based on terminal examinations, and periodical examinations in addition to annual examinations. The remaining schools adopt other schemes. For these purposes, cumulative record cards are preserved in 39.4% of the sample secondary schools (table 143).

In 42% of the sample schools (tables 149 & 150) the practice is to get the question papers set by subject teachers of another class while in 28% schools the teachers teaching the subject in the same class set the question papers. While 18% schools organise themselves into groups and set the question papers the remaining 12% schools have other arrangements for setting the question papers. There is provision for moderation in setting the question paper in 43% schools (table 151).

As observed in tables(152-154) the answer scripts are valued by subject teachers of another class in 39% schools while the teachers teaching the same class value the answer books in 31% of the schools which have responded to this item. In 22% schools teachers teaching the same subject in another section value the answer scripts while the remaining 9% schools have other provisions for getting the answer scripts valued. As there are institutions adopting moderation procedures for question papers similarily there are institutions (35%) which have provision for moderation in valuation of answer scripts.

In addition to the examinations on the basis of which the results are declared there are some more procedures based on the results. For example it is observed that some schools do not admit pupils who fail twice in the same class. In fact this procedure is current in large number of institutions. Similarly in some schools the pupils who failed in the same class twice are promoted on considerations. There are also schools which promote pupils to the next higher classes irrespective of their achievements in the annual examinations if they were detained in the same class for more than 3 years.

The trend regarding promotion of pupils during the five years 1958-59 to 1962-63 was highly irregular in that it was both increasing as well as decreasing during the period under reference (table 147). In the VIII, IX and XI standards the pass percentage of the pupils for the period under study after fluctuations decreased from 83.4%, 80.5% and 66.4% in the years 1958-59, to 80.8%, 77.9% and 63.8% respectively during the year 1962-63 whereas in classes X and XII the same increased from 69.8% and 49.8% in 1958-59 to 71.2% and 55.7% respectively in 1962-63.

During the year 1962-63 amongst the pupils who were on role in the secondary schools in the country it was found that as many as 13.6% pupils had failed in the same class from 1 to 3 years or more (table 148). Only 86.4% pupils on role had been promoted to the classes in the immediately preceding years. Amongst the pupils on role who had failed in the same class there were 1.6% pupils who had failed in the class twice, 0.2% thrice and the remaining 0.1% more than thrice.

External or School Leaving Examinations

All the secondary schools prepared pupils for some school leaving examination or the other but large number of them 73-74% (table 136) prepared pupils for high school examinations. Higher secondary examinations claimed another 11-13% schools while the remaining schools prepared pupils for post-basic, Indian School Certificate, high multi-purpose and other examinations.

Although almost all pupils in the school leaving classes registered for examination for which the institutions prepared them all would not appear (write) in the examination. This was either due to the pupils leaving the school in the middle or sickness or having been detained by the schools for not complying with conditions laid down by institutions.

Thus it was found from tables 138 & 139 during the years 1958-59 to 1962-63 only 90%-99% of the registered pupils appeared (wrote) in the high school examination of whom 49%-58% pupils successfully completed the course. However III divisioners contributed a lot to the successful group with 48%-53% while the Ist divisioners were between 11%-15%. The rest secured IInd division. But the higher secondary group was much better in all respects in that the percentage of those pupils appeared, passed and secured Ist, and IInd division were much more than amongst the high school pupils. The other categories are also provided in tables 138 & 139.

Failures in school leaving examinations for 1962-63 Core/compulsory subjects:

Amongst the core subjects English recorded maximum failures (table 140), more than 50% all over the country. This was true of all States as well. In the other group of languages, language as stood at the first level (regional language) recorded less than 10% failures except Malayalam (11%-20%) in Kerala. Except French and Sindhi (21%-30% in each case), failures in other languages in the group of modern Indian or European was also less than 10%. In case of General

Science (in some States referred to as General knwoledge), Elementary Mathematics in some States) and Social Studies (considered as History, Geography and Civics in some States) the failure percentage was between 11% to 50%.

Elective/Optional Groups/Stream.

In the humanities group large number of failures reported by schools was in respect of English as elective contributing to more than 50% (table 141). But in Science group the failures were mainly in physics and chemistry, and biology (more than 50%). The failures in other groups can also be found in table 141.

Medium of Instruction

Except the States of Assam, Maharashtra and Punjab (tables 155,156) it is found that in all other States more than 90% of the secondary schools provide instruction in their regional languages. In the above mentioned States, 83.6% schools provide Marathi medium in Maharashtra /Assamese medium in Assam, 80.6% schools provice and in Punjab 54.4% schools provide/Punjabi and 46.7% schools Hindi. Except Orissa, in all other States English is also provided as another medium of instruction with 75% sample schools in Kashmir and 30% schools in Mysore providing English medium but in other States it is far less. Amongst other languages Urdu is provided in many schools.

The institutions prescribed additional academic programmes to pupils (table 158) in that they allot daily home work to pupils. While this ranges from 1 to 2 hours in the early school standards for pupils studying in secondary classes this ranges between 2 to 3 hours a day.

In many schools, 83.8%, (tables 154-161) additional programmes are provided to help the weak pupils in their academic progress. Extra coaching is provided in 65.9% schools and in 4.8% schools separate sections have been made of weak pupils to impart intense coaching. In the remaining schools other measures are followed.

For imparting better Science education, the schools in addition to possessing laboratory and equipment report (tables 162,163) that they provide facilities such as supplementary reading material (36% schools), Science clubs (24%), field trips (20%), Science museums (15%) and Science projects (11%).

The arts and crafts provided in 54% secondary schools during the year 1962-63 (table 164) were: needle work, gardening, sewing, tailoring, wood work, weaving, spinning, book binding, drawing, clay modelling, cardboard carpentry and machine work. But not all schools possess craft instructors. Only 66.8% of the schools (table 158) have craft instructors. Amongst these 66.8% schools 20% schools have two craft instructors and only 60.8% of these institutions possess full time instructors and the rest part time instructors. Of course, most of the instructors handle more than one craft, if more crafts are provided in the same school.

While certain crafts like machine work, required large investment there were crafts like flower making which needed minimum investments. On an average the investments ranged between Rs. 13,750/- (for machine work) and Rs.25/- for flower making in respect of the equipments.

Table 164 provides various arts & crafts provided in the sample schools in different States and their enrolment respectively.

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CHAPTER 9

PHYSICAL EDUCATION AND LIBRARY SERVICES

Physical Education

Almost all the States in their curriculum provide for physical education under core subjects. But at the implementation stage this differs from school to school in each State, as found in table 69 which provides for weekly allocation of time in clock hours. While some schools enforce this in the form of physical training (P.T.), other schools implement this in the form of games (Table 168). Thus it is observed that in 48% schools out-door games are compulsory for all pupils. From table 169 it is found that in 20% reporting schools more than 80% pupils attend out-door games regularly. The percentage of schools providing various physical education activities can be seen from table 170.

However, one can find the popularity of gymnasium from table 171 wherein only 8% schools report of having gymnasium. Despite physical education forming a core subject in the curriculum table 172 reports 11.6% schools as not possessing play grounds. But in case of institutions having playground facilities 26% schools have their playground beyond their premises (tables 173, 174).

The average annual expenditure of a secondary school on physical education (table 176) which was Rs. 950/- in 1958-59 and rose to Rs.1148/- in 1961-62 came down to Rs.895/- in 1962-63. Similar fluctuation could be noticed under the head of recurring expenditure for the corresponding years but on the other hand under the non-recurring head the trend was one of increasing.

In only 84% of the sample schools, table 175, there is games fund. The sports and games fund collected from pupils is utilized under recurring expenditure and the institutions do not maintain any records for the money spent from fees and from others separately. In 43.9% schools minimum attendance is prescribed for physical education classes (table 177). This ranges from less than 35% in some schools to more than 80% in some schools (table 178). However, the norm is at 80%.

As some schools have brought physical education under their regular curriculum they neither fix any minimum attendance nor do they provide time outside school hours. In such schools time for physical education is provided in regular school hours. In co-educational schools, while in some schools girls are exempted from attending physical education classes in other schools girls have to attend less classes in comparison to boys.

The schools generally conduct annual sports, table 176, and organise sports week, inter class and inter school matches ,table 179. Quit~~e~~ a good number of schools (table 180), participate in sports activities organised at different levels such as district sports meets, divisional/regional sports meet, etc. (table 181).

School Library

In many schools (72.7%) the school library is situated either in a class room or elsewhere (table 182). Only 27.3% of the sample schools responding to this item have special rooms designed for locating the school library (table 183). But in only 15% of these schools there is seating capacity for forty pupils or more (table 184). Of the remaining 85% schools, in as many as 56% schools the seating capacity ranges from 1 to 20 while the rest accommodate between 21 to 40 pupils.

Table 185 indicates that just 10.4% among the schools have separate reading room. Otherwise the reading rooms are attached to the library or part of the library is converted as reading room (table 186).

The books in the library comprise of reference books, textbooks and books for general reading (table 187). Further the books have been categorised as books for teachers (76% schools) as also other types of books.

The contents of the library are (table 188) 52% books for general reading, 12% textbooks, 10% books for teachers. There were only 9% books for reference purpose. The average number of books per school is 2775.

All the schools possess books in English in their school library. In addition to books in their regional languages, some schools possess books in Sanskrit and Urdu as well (table 189-190). As many as 35% books in the school libraries are in English.

Class libraries are not very popular with the schools in the country since only 28.1% schools (table 191) report separate class libraries out of which 22% schools have class libraries for classes VIII to X (table 192). Some of the schools having primary as also middle sections in addition to secondary classes have reported separate libraries under each stage.

In 28.1% of the schools having class libraries the books are changed quite frequently (table 193) whereas in case of other schools such change takes place at an interval of one, two, three or even more than three years. There are institutions where the books are added to these libraries as and when the grants are received for the purpose (table 194).

In majority of the cases (67%), (table 195) the subject teachers assist the heads of the institutions in selection of books to the school library. In every few institutions (1%), the management has a lone hand in selecting books to the school library Otherwise special committees or managements assisted by heads of institutions or other agencies select books (table 196).

Almost all the school libraries are closed on days when the schools do not work (table 203). The school library normally remains open during the school hours (table 197) although the books may not be issued daily to all the pupils. In some schools the practice of issuing books is only in the school recess time while in some schools separate library periods are alloted in the school time table. Tables 198-202 provide information regarding the timings available for library service facilities on week days as also holidays (if any).

In addition to the library periods provided in the school time tables, it is further found that the recess intervals, leisure periods and in some schools even outside school hour facilities for reading in the library are provided in schools (tables 204,205).

While vast majority of schools (96%), (table 210), subscribe to daily newspapers which on an average run to 3 newspapers per school, 87% schools subscribe to journals and periodicals. On an average the professional journals subscribed to are 2 per school as against the periodicals and journals which have an average of 8 per school.

The chief sources of income to the library are the fee recovered from pupils (72%) and the grants received from the Government (18%). Other sources contribute to the remaining 10% (tables 211,212). In some schools even management contribute a nominal sum. The annual expenditure in respect of books purchased and the newspapers and periodicals subscribed rose from Rs.478/- in 1958-59 to Rs.619/- in 1962-63 as revealed in table 213. In 50% of the schools there is library fund (table 214).

During the years 1958-59 - 1962-63 under study 28.5% schools received library grant (table 215). The average grant received by a school was Rs.989/- in 1958-59 which touches the lowest in 1959-60 with Rs.706/- but was never beyond Rs.848/- during the 5 years under reference (tables 215,216). In some schools it is observed that book grants are received once in 5 years. Some institutions received grants for purchase of books in the form of coupons rather than in terms of money.

Librarians

Although all the schools have library facilities it was found that 78% schools (table 206) had librarians of whom 63% were part-time librarians (table 207) and the remaining 15% are full-time librarians. In 50% of the schools having part time librarians they are teachers (table 208). Other persons are in charge of library in 5% schools while the remaining 8% schools have clerks who also perform the duties of the librarian.

As more detailed information had been sought, separately, for librarians (through school librarians Proforma) some biographical information was available in respect of the 15% (273) full-time librarians. Amongst these full time librarians separate tables enclosed at the end, it is observed from table (i) that 68% of them were below 30 years of age while 8% were beyond 46 years and the rest in the age group 31 to 45 years.

With regard to emoluments the librarians in the schools under private management were at a considerable disadvantage (table ii) in comparison to those serving in Government schools. While there were librarians under private management who had emoluments less than Rs.50/- (1% schools) per month there were also librarians under similar managements with emoluments more than Rs.250/- (1% schools) per month. But as many as 89% had monthly income less than Rs.150/- while the rest have their emoluments ranging between Rs.151/- to 250/- per month.

Amongst the 273 full-time librarians it is found, table iii, that only 43% are confirmed in their jobs and 35% are temporary and the remaining 22% are on probation. In this respect librarians under private management seem to fare better in that 50% of them are confirmed as against 21% under Government.

Academically, 84% of the full time librarians are undergraduates and among the remaining 16%, 3% were post graduates and the rest graduates. Professionally only 31% were trained for librarianship. Of the trained persons, 6% were graduates and 2% post graduates while the rest were undergraduates. But the Government instituions had more trained librarians (53%) as against privately manged schools (24%). Table iv provides information under these categories.

The pay scales differ not only between the States but also within the same State. Furthermore the pay scales depended upon the qualifications, academic as well as professional, management, Government and non-government and in many cases even between rural and urban schools. However, the minimum pay scale recorded was by 2 privately managed schools in the rural areas in Orissa whose untrained undergraduates were in the pay scale of Rs.24-34 per month while in West Bengal one Government school located in urban area had a full time librarian, a graduate with training in librarianship in the pay scale of Rs. 170-380/-. In all other States under all categories the pay scale lay between these tow ranges.

CHAPTER 10

PHYSICAL FACILITIES AND STAFF

From 1859 schools responding the item on the ownership of the buildings it is observed that as many as 72% of the responding schools own the school buildings as observed from table 57. Amongst the States in Assam 97% schools own their school buildings apart from Nagaland where all the schools own their buildings. On the other extreme the States of Gujarat and Maharashtra have reported only 24.4% and 16.9% of their schools as being owned. In these States it is understood that as there is provision of grants for rents in respect of the school buildings although the school buildings might have been owned by institutions they would have reported the buildings as rented for receiving grants. Otherwise in all the States, with exception of Mysore (46.1%), more than 60% schools own their school buildings. Among the Union Territories only Goa, Daman and Diu has just 30% schools which own the school building whereas Delhi, Himachal Pradesh, Manipur, Tripura and Pondicherry report more than 60% ownership.

Taking the country as a whole, 15% schools have fully rented buildings while another 6.1% schools have partly owned and partly rented buildings. Of the remaining 6.9% schools, 5.7% schools are located in free buildings but not owned and the rest on long lease. There are 11% schools (table 58) which share their school buildings with other institutions.

But the location of the schools is far from satisfactory as seen from tables 53, 54 in that they lack either drainage/sewage facilities or located in places full of dust, heavy traffic, very busy places or in unhealthy places.

Despite being located in such poor localities it is seen from table 75 that 67% schools inform that they possess adequate sanitary arrangements. In table 76 one can see the various sanitary arrangements available in schools amongst different categories.

From table 72 it is observed that all the schools do not have facilities even for drinking water. Of the 88% schools which declare the provision for water facilities from tables 73 and 74, it is seen that these institutions utilise water pitchers, taps, wells, tube wells and hand pumps to provide the water facility while there are schools which have other facilities as well.

The average campus are of a secondary school as furnished in table 25 is 18611 sq. metres of which only 9% comprises of built-up area. Play ground occupies 56% of the total area while farm accounts for another 18%. Only 5% of the area is used for gardens by 56% schools while the remaining 12% of the area is utilised for other purposes. On an average a secondary school has 13 rooms with an average floor area of 51 sq. metres per room 59-65. Apart from items like science laboratories and workshop which could have more than one room, it is observed that in case of stores records sports and games, music etc. there are schools which have more than one room. The average are in case of assembly halls is 169 sq. metres and auditorium 205 sq. metres while laboratory has only 69 sq. metres of built up space.

In the 26% secondary schools which have hostels (table 66), the average number of seats provided per school is 44 of which 68% seats are for boys and 32% for girls respectively. But during the year under review namely 1962-63 the number of seats utilised was 85%, 90% and 86% for boys, girls and total as provided in table 67.

The facility of electricity is provided in 53% of the responding schools according to table 70. But all the rooms in all these 53% schools are not provided with light as only 32% schools, table 71, have facility of electric light in all the rooms. Only 14% sample schools have electric facilities and 11% schools possess power circuits for laboratory work.

Teaching Staff

In the beginning of the year 1962-63 (tables 86 & 87) the number of sanctioned posts on an average was 20 and 93.2% of the posts had been filled-in. Of the 10.3% teachers who left the institutions there were teachers who had left on transfer from schools either under Government management or by the same management, through resignations, for higher studies, by promotion, changing over to new professions, dismissals, retirement and even due to marriage (in case of women only).

In 53% of the schools reporting assistance to the heads of the institutions, there were personnel such as assistant head, helpers, vice-principals or supervisors (tables 98 & 99). In some schools of Maharashtra there were superintendents who would assist the principals and held higher status.

In no school does the head of the institution plan the school programmes independently. Such planning is normally done in staff meetings (43% schools), heads of institutions in consultation with their teachers (29% schools), by subject teachers collectively in staff meetings(15% schools), by subject teachers independently (9% schools). Some 3% schools have other arrangements of planning their school programmes while at other places educational inspectorates provide calendars for the school plans (table 103). On an average 11 staff meetings are held during an academic year as seen for the year 1962-63 (table 102).

Apart from staff meetings, the common activities for teachers are study circles, teachers forums, Readings circles, and extension lectures for which on an average the institutions devote 2 hours per session. In case of seminars and workshops it is 4 to 7 hours per meeting per day while educational tours occupy about 20 hours (tables 88 & 89).

As on 31st March,1963, 95.5% of the teaching posts were filled-in as against the sanctioned posts (table 79). But only 69% teachers working (table 80) were trained amongst the responding schools. The remaining 31% untrained teachers were found in almost all schools. In 38% secondary schools the teaching posts were lying vacant.

From table 82 it is observed that as many as 73 vacant posts had been filled-up for more than 6 months while 9% more posts were lying vacant for between 4-6 months. The remaining 19% posts were vacant for less than 3 months.

Only in respect of general science and mathematics, the number of vacant posts could be obtained which was 24% (table 84). For other vacant posts subjects were not specified. From among the schools responding it was found that there were 8% teachers working/in 60% schools who were under qualified (table No.83).

The average number of teaching posts during the year 1962-63 from the responding schools was 21 (table 80). In 27% schools the teacher pupil ratio was between 21-25 (table 85). The minimum 11-15 pupils per teacher was recorded in 7% schools and there were 1% of sample schools which responded having one teacher for more than 50 pupils. The position at the secondary level does not differ widely (table 84) in comparison to the school levels as a whole in that the teacher pupil ration in 25% schools is between 21-25. But in 5% secondary schools the teacher pupil ratio is less than 10 while in 1% schools it is more than 50.

INSERVICE TRAINING TEACHERS

Long-term:

Only 36% of the responding schools have reported deputing teachers for long term inservice training programme such as university courses, teacher education, audio-visual training library training, guidance services and other types of training, tables (90 & 91) covering just 3.2% of the total teachers. But for short term courses (table 92) these figures were more encouraging although not satisfactory in that 63.5% schools have reported deputation of teachers to short-term courses which was of the order of 8.2% teachers.

This is due to the fact that the institutions have to incur extra expenditure particularly in respect of long term in-service training programmes since absence of teachers would mean disturbance in normal functioning of schools. This is particularly true of most of the schools under private managements wherein the managements would not provide any incentive of benefit such as pay with allowance to deputed teachers or slight variations in the conditions. As such it was found that from among the 3.2% teachers deputed to long-term inservice training courses from 36% schools which responded to that particular item only 0.9% had been deputed with full pay and admissible allowances (table 93) and the remaining 2.3% had to be contented with conditions such as full pay without allowances, earned leave, leave without pay or other conditions as laid down by managements.

In case of short-term courses from among the 64.5% schools covering 8.2% teachers being deputed to the short-term programme only 42.9% schools covering 4.7% teachers reported about the conditions for deputing teachers to the course (table 92). However, 3.4% of the total 4.7% teachers in this category were deputed on full pay with allowances.

Staff Welfare

Except in the State of Nagaland (table 69) where all the schools provide staff quarters, in other States or Union Territories not all schools provide staff quarters. Even in the 18.2% schools which report that there are staff quarters on an average for 4 staff members, some institutions have reported that they have quarters for

Principals only. Although complete evidence is lacking, the staff quarters as reported by the sample schools are mainly for Principals or the IV class servants. However, there are few schools which provide quarters for other members of the teaching staff as well.

The most popular old age benefit to retiring teachers is Provident Fund in 79.7% of the responding institutions (table 96.97). In 42% schools there is provision for pension and another 26% schools report Gratuity as well. In 23.6% schools insurance arrangements are also provided to teachers. In 1.4% schools such benefits as re-employment opportunities and family pension also exist. These benefits are provided in schools in Andhra Pradesh, Madhya Pradesh as well as Uttar Pradesh.

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CHAPTER 11

CO-CURRICULAR ACTIVITIES AND PUPIL WELFARE

The most common activities found in the schools are morning assembly, drama and debates (66%). The next group of popular activities are excursions and trips, essay writing, elocution, school magazine clubs, school parliament, scouts and guides, NCC, ACC and National Discipline Scheme in 33% to 66% of the schools. Activities like hobby clubs and Junior Red cross were reported from less than 33% schools as seen from tables 217,218. The co-curricular activities are organised school wise in some schools and classwise in some schools. Some schools have both schoolwise and classwise activities.

While some activities get direct support from the Government as well as management, other resources like donations and subscriptions from the public, from school teachers as also parents are forthcoming. Some schools levy additional fee for activities (table 220). The only activites for which the expenses are borne by the Government are NCC and ACC. The average expenditure on such activities which was Rs.719/- in 1958-59 per school rose to Rs.901/- in 1962-63 (table 221). The average time spent by schools per week for co-curricular activities is given in table 219.

The welfare organisations in schools which look after the pupil welfare (table 222) are staff-cum-students committees (44% schools), student committees (38%), staff-cum-parents committees (21%) and other pupil welfare organisations (9%). The activities associated with these organisations are collection of funds, promotion of social efficiency of the individuals and helping the poor, needy and backward pupils (table 223, 224).

Further, to protect pupils' academic progress, 63.1% schools (tables 225) provide consultation services between class teachers and parents, in 24.3% schools teachers visit homes of pupils, in 31.5% schools parent teacher associations are also in practice, 226-288. In addition to the welfare activities mentioned in earlier paragraph other facilities such as book banks (12.8%), mid-day meals (11%) and transport (3.2%) are also available in schools (tables 229-231).

In 61 schools pupils welfare funds are available (table 232). These are accrued from donations, charities, voluntary contributions from teachers, pupils, parents and the public. While there were schools charging fee from pupils (table 233) for pupil welfare fund, for some schools even Government grants were forthcoming.

The pupil welfare fund is utilised (table 234) for purchasing books and stationery for poor pupils (39% schools), examination fee (25% schools), clothing the needy pupils (14%) meeting hostel charges and others.

In 56% schools which collected welfare fund during the year 1962-63 the average amount per responding school was Rs.352/- (table 235), and on an average 36 pupils derived the benefit of the welfare fund from the reporting schools (table 236). Either the managing committees or heads of the institutions, teachers as also pupils in some schools administer the pupil welfare fund (table 237).

School uniform is not compulsory in all the schools and in 73% schools the uniforms are prescribed (table 238). But only 43.3% of these schools insist upon wearing the uniform daily 239-241. Even among the schools where the uniforms are to be worn daily by pupils in only 27.2% schools the uniform is worn by more than 80% pupils daily. From table 242 the periodicity regarding the wearing of uniforma by pupils in schools can be found.

Medical Examination is not compulsory in all the schools (table 243). Only 44.9% schools have medical examination for all pupils. In 35.1% schools medical examination is arranged pariodically while in 7.2% schools medical examination is only for those pupils who need it. Medical examination is conducted for all pupils in 2.6% schools at the time of admission only (tables 244,245).

No school has a full time doctor. The doctors employed by the schools (tables 246,247) either on stipendiary or honorary basis visit the schools from time to time and have medical check up of the pupils. Some schools avail of the facilities of doctors from Government dispensaries. Some schools in Maharashtra report medical examined on of pupils in alternate years.

First aid equipment is available in 67% schools while dispensary facilities are available in 12.2% schools (tables 248,249). Of the schools having dispensary facilities it is observed that only 10.5% schools avail themselves of this facility daily (table 250). The number of pupils benefited by the school dispensaries in a week are given in table 251.

The average expenditure during 1962-63 among the responding schools was Rs.362/- per school. While some institutions bear the expenditure of their dispensaries, table 252, other bodies incur this expenditure in other schools. Of the 9.7% schools having doctors for pupils, table 253, 6.5% schools pay the doctors while the remaining 3.2% doctors work in an honorary capacity (254). The annual pay/honorarium per doctor in the school ranged from Rs.20/- to Rs.2400/- (table 255,256).

In 34.6% of the sample schools (table 257) guidance services are available to pupils. The personnel who offer these services are either counsellors (18% schools), career masters (9.9%) and others in charge of the programme (6.3%) as observed in tables 258,259.

The major function of the guidance services (tables 260, 261) is to disseminate information about educational opportunities, careers and occupations. Offering educational guidance in selecting elective subjects, advising pupils on their personal problems. Helping pupils in getting jobs are additional services rendered by them. In 6% schools some follow up of the school leavers is also reported while another 1% schools report certain miscellaneous type of activities.

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CHAPTER 12

HEADS OF INSTITUTIONS

When the questionnaires were despatched to the 1977 sample secondary schools, some additional proformas such as (i) proformas for the headmaster/headmistress/ principal, (ii) school teacher, and (iii) school librarian, were also issued to the schools to collect detailed information about these personnel involving their age, qualifications, experience, service conditions as well as work load.

All these proformas have been analysed separately for each category. The analyses of the librarians proforma received from 273 of 1977 sample secondary schools have been discussed under the heading physical education and School Libraries in an earlier chapter (8). The analyses of the 30,400 teachers proforma received from the 1871 secondary schools along with the report has been submitted separately. In this chapter it is proposed to provide the analyses of 1791 filled-in proformas received from among the 1871 secondary schools which returned the filled in questionnaires.

From table I it is observed that while 2% of the heads of institutions were in the early age group of 25.29 years there were 3% headmasters who were 60 years or over. However, 44.5% heads of the institution were between the age groups 30 to 44 years.

Amongst the responding heads of institutions 24% served in Government schools while the remaining 76% served the schools under private management.

Of the personnel serving under Government management none was below 30 years of age and just 1% were beyond 60 years of age. The status of the heads was in accordance with their age, experience and maturity in that between the age groups of 40 to 59 the percentage was fluctuating evenly among them.

Under privately managed schools such extreme cases as those in the age group of 25-29 (2%) or beyond 60 years (7%) were more. Further there 35% heads of institutions in the age group of 30 to 44 years which confirm doubts that there is no set pattern for appointing personnel.

The disparity in pay scales arises mainly due to: (i) managements - Government and non-government (ii) qualifications - both academic as well as professional, and (iii) category of schools namely high and higher secondary scales. Although rural and urban is not a predominant factor still it is observed that there is distinct advantage in institutions in urban areas than in rural.

From table II it can be seen that the minimum pay scale was declared as 70-150 by a head of the institution in Maharashtra in a non-government institution, who was a trained graduate with diploma at the professional training while a head of a non-government higher secondary (intermediate) institution in Uttar Pradesh with a doctorate degree (of course without professional training) declared his pay scale as Rs.500-1200. Thus it is observed that while the Government schools maintain uniformity in their pay scales the institutions under private management offer wide disparity. From amongst the schools under Government management the minimum of pay scale Rs.140-250 was reported from Madras for a headmaster of a high school whereas the maximum recorded was from West Bengal Rs.350-523. The pay scale furnished by the head of the institution from Madras State is the pay scale of high school teacher and as such that headmaster must be acting in charge of the school. At the end slab there were other States Bihar (Rs.560/-), Gujarat (Rs.650/-) and Rajasthan (Rs.540/-) which have higher pay. Otherwise the pay scales in all other States lie within this range for high schools.

In case of higher secondary schools under Government management minimum was reported from Orissa with Rs.200-700 while the maximum was recorded in West Bengal and Delhi with Rs.425-680. In Punjab the upper end of the pay scale is much higher than any other State with Rs.750/- Otherwise in all other States the pay scales range between the two limits.

Total Emoluments

The total emoluments include all admissible allowances. Further the initial pay of the head of institution would depend upon his length of service on the basis of which he would have drawn his increments and the admissible allowances on the basic pay. Further this would differ between different managements as also between high/higher secondary schools as seen from table III.

The emoluments had been analysed in the class interval of Rs.100/- with minimum at Rs.200/- or below and maximum of Rs.600/- or above. In high schools, in the States of Gujarat (8%), Kerala (12%), Madras (6%) and Mysore (7%) heads of institutions reported their total emoluments under Rs.200/- while in the States of Rajasthan and West Bengal there was no head of the institution with his/her total emoluments less than Rs.300/. In most of the remaining cases the range of emoluments between Rs.201/- to Rs.500/- except 1% heads of institutions from Mysore State who reported that their total emoluments were beyond Rs.600/- and some heads of institutions from Maharashtra who reported their emoluments between Rs.501-600.

With respect to higher secondary schools only 2% heads of institutions from Madhya Pradesh reported less than Rs.200/- emoluments and some heads of institutions in Orissa emoluments between Rs.201-300. Otherwise in all other cases the total emoluments exceeded Rs.301/- and 57% heads of institutions of Delhi reported their emoluments beyond Rs.600/- while 1% from Madhya Pradesh have reported the same. In all other cases the emoluments range between Rs.301/- Rs.600/-.

Qualifications

The heads of institutions in high schools possessed varied types of qualifications both academic as well as professional. On the academic side while there were heads of institutions who were under graduates there were also heads who held doctorate degrees. However, many of them, 62%, as reported to in table IV were trained graduates while another 20% were post-graduates having training. Only 4% were untrained graduates. Even amongst those trained all but 10% held teachers' degree or post-graduate degree in teaching.

In the higher secondary schools all but 5% of the heads of institutions were trained. The 5% untrained category comprised of 1% heads who held doctorate degrees and the remaining 4% were untrained post-graduates.

Of the other heads of institutions 64% heads of institutions held post-graduate degree either in the academic subjects or professionally.

Experience

Most of the heads of institutions had previously served as teachers as well as heads of schools in other institutions both under private and Government managements (table V). About 62.5% belonged to this category. Another 13% heads of schools in addition to being teachers and heads of secondary schools had teaching experience in teacher training institutions. In case of others in addition to all or some of the above experiences they had experience as inspecting officers also.

Professional Security.

Of the reporting heads of institutions it is found that 63% were confirmed in their jobs while the other categories included temporary (18%), on probation (12%) and on other conditions (6%) as reported in table VI. Generally confirmation is done on the length of the service apart from other considerations.

There were many heads of institutions under private management as against those under Government management whose jobs were confirmed as heads of institutions. Further in the group of those heads of institutions with less than 5 years experience, there were 3% under private management as against 2% under Government management. Otherwise in many cases the heads of institutions had more than 10 years experience.

In the category of temporary hands under both managements many headmasters had more than 10 years experience and in some cases 30 years or more. Similar is the case of those heads of institutions who were on probation.

Teaching and Work load

In 73% schools the heads of the institutions were teaching two classes or more, table VIII, and 55% heads of institutions taught two or more subjects. Among these heads of institutions, 49% devote more than 9 hours per week for teaching while in 2% schools the heads of the institutions utilise less than 3 hours per week for teaching purposes.

Most of the working hours of the heads of institutions are spent in administration and supervisory work than teaching (table VIII). About 36% heads devote more than 44 hours per week for school work while in 3% schools the heads have reported only 20 hours per week for the school work. Otherwise it is observed that 57% heads of institutions spend between 25 to 44 hours per week with 47% devoting 30 hours or more for their normal school work. The work load of the heads of institutions include classroom teaching, supervision of teaching and guidance, administration and in addition meeting the pupils or their parents to discuss their problems.

Opinion on School Standards

By virtue of their experience the heads of institutions were asked to rate the present educational standards on a 3-point scale viz:

i) higher now than fifteen year ago,
ii) lower than fifteen years ago, and
iii) the same as it was fifteen years ago.

The consensus of the opinion amongst the heads of the institutions, table IX, irrespective of the managements was that the standards had definitely lowered down according to 65% heads whereas another 28% were of the opinion that the academic standards were better now than 15 years ago while 7% maintained that the standards are about the same.

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Organizational Pattern of School Education in Different States and Union Territores of India

Name of the State	Primary Stage	Middle School Stage	Secondary Stage
Andhra Pradesh	I - V	VI-VIII	IX-XI/IX-XII
Assam	A.B. I-III	IV-VI	VII-X/VIII-XI
Bihar	I-V	VI-VII	VIII-XI/VIII-XISp.
Gujarat	I-IV	V-VII	VIII-XI
Jammu and Kashmir	I-V	VI-VIII	IX-X/IX-XI
Kerala	I-IV	V-VII	VIII-X
Madhya Pradesh	I-V	VI-VIII	IX-XI
Madras	I-V	VI-VIII	IX-XI
Maharashtra			
(a) Western Maharashtra	I-VII	-	VIII-XI
(b) Vidarbha Region	I-IV	V-VII or VIII	VIII or IX-XI
(c) Marathwada Region	I-IV	V-VII	VIII-X/VIII-XI
Mysore	I-IV	V-VII	VIII-X/VIII-XI
Nagaland	A.B.I-II	III-VI	IX-X/IX-XI
Orissa	I-V	VI-VII	VIII-XI/VIII-XI(Sp.)
Punjab	I-V	VI-VIII	IX-X/IX-XI
Rajasthan	I-V	VI-VIII	IX-X/IX-XI
Uttar Pradesh	I-V	VI-VIII	IX-X/XI-XII
West Bengal	I-V	VI-VIII	IX-X/IX-XI
Andaman, Nicobar	I-V	VI-VIII	IX-XI
Dadara, Nagar Haveli	I-IV	V-VII	VIII-XI
Delhi	I-V	VI-VIII	IX-XI
Goa, Daman & Diu	I-V	V-VII	VIII-Xi
Himachal Pradesh	I-V	VI-VIII	IX-X/IX-XI
L.M.& A. Islands	I-IV	V-VII	VIII-X
Manipur	A.B.I-II	III-VI	VII-X/VII-XI
NEFA	A.B.I-III	IV-VI	VII-X
Pondicherry	I-V	VI-VIII	IX-XI
Tripura	I-V	VI-VIII	IX-X/IX-XI

Table: Population of India according to

Sr. No,	States/Union Territories	Population 1961			
		Total	Rural	Urban	Total
1.	Andhra Pradesh	359.8	297.1.	62.7	181.61
2.	Assam	118.6	109.5	9.1	63.2
3.	Bihar	464.5	425.4	39.1	223.0
4.	Gujarat	206.3	153.1	53.1	106.3
5.	Jammu & Kashmir	35.6	29.7	5.9	18.9
6.	Kerala	169.0	143.5	25.5	83.6
7.	Madhya Pradesh	323.7	277.4	46.3	165.7
8.	Madras	336.8	246.9	89.9	169.1
9.	Maharashtra	395.5	283.9	111.6	204.2
10.	Mysore	235.8	183.2	52.6	120.4
11.	Orissa	175.4	164.4	11.0	87.7
12.	Punjab	203.0	162.2	40.8	108.9
13.	Rajasthan	201.5	168.7	32.8	105.6
14.	Uttar Pradesh	737.4	642.6	94.8	386.3
15.	West Bengal	349.2	263.8	85.4	185.9
16.	Delhi	26.5	2.9	23.6	14.8
17.	Himachal Pradesh	13.5.	12.9	0.6	7.1
18.	Manipur	7.8	7.1	0.7	3.08
19.	Tripura	11.4	10.4	1.0	5.9
20.	Nagaland	3.6	3.4	0.2	1.9
21.	Goa, Daman & Diu	6.2	N.A.	N.A.	3.0
22.	Pondichery	3.6	2.8	0.8	1.8
23.	Other Territories	-	-	-	-
	TOTAL: INDIA	4392.3	3597.7	788.3	2262.9

£Recorded in Census of India, Paper

1961 census and school enrolment in classes I-XI.

(in lakhs)£

Males			Females			I-V
Rural	Urban	Total	Rural	Urban	Total	Boys
149.5	32.1	178.2	147.6	30.6	28.20	17.50
57.8	5.4	55.4	51.7	3.7	10.68	6.79
211.4	21.6	**231.5**	214.0	17.5	32.0	24.00
78.3	28.0	99.9	74.8	25.1	20.0	12.30
15.7	3.2	16.6	13.9	2.7	1.97	1.54
70.8	12.8	85.4	72.7	12.7	23.44	12.58
140.8	24.9	157.9	136.6	21.3	20.00	16.00
123.3	45.8	167.7	123.6	44.1.	33.50	21.26
142.3	61.9	191.2	141.6	49.6	39.00	24.47
92.9	27.5	115.4	90.3	25.1	21.44	13.64
81.6	6.1	87.7	82.8	4.9	10.00	7.50
86.4	22.5	941.1	75.8	18.3	16.86	12.26
88.2	17.4	95.9	80.5	15.4	11.51	9.51
334.0	52.3	351.1	308.6	42.5	40.43	32.00
135.7	50.2	163.2	128.0	35.2	28.52	18.67
1.6	13.2	11.6	1.3	10.3	2.91	1.68
6.7	0.4	6.4	6.2	0.2	0.80	0.63
3.5	0.3	3.9	3.5	0.4	-	-
5.4	0.5	5.5	5.0	0.5	-	-
1.8	0.1	1.7	1.6	0.1	-	-
N.A.	N.A.	3.2	N.A.	N.A.	-	-
1.4	0.4	1.8	1.4	0.4	0.35	0.20
-	-	-	-	-	-	-
1832.5	427.3	2129.4	1765.2	360.9	343.40	233.76

No: 1 of 1962.

	Enrolment 1960-61 (in lakhs)* in classes VI-VIII			IX-XI		
Girls	Total	Boys	Girls	Total	Boys	Girls
10.70	3.55	2.74	0.81	1.86	1.62	0.24
3.89	2.05	1.49	0.56	1.10	0.87	0.23
8.00	5.50	4.90	0.60	3.10	2.90	0.20
7.70	3.56	2.67	0.89	1.48	1.14	0.34
0.43	0.60	0.51	0.09	0.20	0.17	0.03
10.86	5.44	3.18	2.26	2.25	1.39	0.86
4.00	3.27	2.73	0.54	0.78	0.67	0.11
12.24	6.36	4.44	1.92	2.66	1.98	0.68
14.53	7.25	5.35	1.90	3.15	2.42	0.73
7.80	3.64	2.66	0.98	1.47	1.16	0.31
2.50	0.85	0.74	0.11	0.40	0.36	0.04
4.60	3.75	2.75	1.00	1.45	1.25	0.20
2.00	1.91	1.66	0.25	0.86	0.79	0.07
8.43	8.60	7.50	1.10	5.12	4.60	0.52
9.85	4.72	3.60	1.12	2.38	2.00	0.38
1.23	1.02	0.70	0.32	0.54	0.40	0.14
0.17	0.20	0.17	0.03	0.06	0.05	0.01
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
0.15	0.08	0.06	0.02	0.03	0.02	0.01
-	-	-		-	-	-
109.64	62.88	48.22	14.66	29.08	23.91	5.17

*Estimated in Third Five Year Plan, Planning Commission, Government of India, pp. 604-606

Sr. No.	STATES/UNION TERRITORIES	INSTITUTIONS					
		Post- Basic			Higher Secondary		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
		1	2	3	4	5	6
1.	Andhra Pradesh	2	-	2	182	32	214
2.	Assam	-	-	-	35	6	41
3.	Bihar	15	1	16	219	19	238
4.	Gujarat	-	-	-	-	-	-
5.	Jammu & Kashmir	-	-	-	31	2	33
6.	Kerala	3	-	3	-	-	-
7.	Madhya Pradesh	-	-	-	754	159	913
8.	Madras	3	1	4	-	-	-
9.	Maharashtra	-	-	-	92	18	110
10.	Mysore	-	-	-	169	49	218
11.	Orissa	2	-	2	8	1	9
12.	Punjab	2	2	4	203	73	276
13.	Rajasthan	-	-	-	288	31	319
14.	Uttar Pradesh	-	-	-	1583	310	1893
15.	West Bengal	-	-	-	758	185	943
16.	Delhi	-	-	-	198	106	304
17.	Himachal Pradesh	-	-	-	19	5	24
18.	Manipur	-	-	-	-	-	-
19.	Tripura	-	-	-	7	1	8
20.	Nagaland	-	-	-	-	-	-
21.	Goa, Daman & Diu	-	-	-	-	-	-
22.	Pondicherry	-	-	-	-	-	-
23.	A & N	-	-	-	2	1	3
24.	Dadar & Nagar Haveli	-	-	-	-	-	-
25.	L.M.&A. Island	-	-	-	-	-	-
26.	N.E.F.A.	-	-	-	-	-	-
	INDIA	27	4	31	4550	998	5548

TABLE: SECONDARY SCHOOLS AND ENROLMENTS IN INDIA IN

High			Post-Basic			ENROLME
						Higher
BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS
7	8	9	10	11	12	13
1095	124	1219	142	19	161	146403
521	69	590	-	-	-	22532
1334	74	1408	2417	146	2563	141852
1103	107	1210	-	-	-	-
240	56	296	-	-	-	12869
779	147	926	174	82	256	-
4	-	4	-	-	-	252058
1270	243	1513	136	126	262	-
2229	224	2493	-	-	-	67781
579	78	657	-	-	-	96125
476	40	516	119	1	120	4091
935	276	1211	356	994	1350	200725
236	45	331	-	-	-	100018
-	-	-	-	-	-	843225
848	273	1121	-	-	-	383581
-	-	-	-	-	-	134191
66	2	68	-	-	-	8101
76	9	85	-	-	-	-
21	6	27	-	-	-	4056
13	-	13	-	-	-	-
-	-	-	-	-	-	-
24	9	33	-	-	-	-
-	-	-	-	-	-	623
2	-	2	-	-	-	-
1	-	1	-	-	-	-
5	-	5	-	-	-	-
11945	1742	13727	3344	1368	4712	2418231

1961-62*

ENROLMENT				
Secondary		High		
Girls	Total	Boys	Girls	Total
14	15	16	17	18
39768	186171	3050910	105556	456466
5769	28301	166322	56543	222865
13126	154978	386718	29324	416042
-	-	302980	106574	409554
1329	14198	61883	24136	86019
-	-	444136	332328	776464
73923	325981	676	12	688
-	-	538874	220386	759260
18304	86085	614277	234738	849015
33873	129998	112352	36760	149112
723	4814	96466	12769	109235
61613	262338	414321	141387	555708
13657	113675	113562	15651	129213
178264	1021489	-	-	-
108003	491584	250932	112769	363701
84984	219175	-	-	-
3797	11898	22261	3886	26147
-	-	20809	6084	26893
1593	5649	7889	3624	1151
-	-	3942	1513	5455
-	-	-	-	-
-	-	8255	4296	12551
323	946	-	-	-
-	-	160	40	200
-	-	484	19	503
-	-	898	227	1125
639049	3057280	3919107	1448622	5367729

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*Education in the states 1961-62 by Ministry of Education, Govt. of India.

Number ofSecondary Schools included in the Survey
in different States and Union Territories
and the number of Schools replying the Questionnaire.

Sl.No.	State/Union Territory	No. of secondary schools selected.	No. of schools returning the questionnaire	Percentage of Receipts
1	2	3	4	5
1.	Andhra Pradesh	148	148	100.0
2.	Assam	84	69	82.1
3.	Bihar	159	134	84.3
4.	Gujarat	79	78	98.7
5.	Jammu & Kashmir	31	29	93.5
6.	Kerala	106	106	100.00
7.	Madhya Pradesh	97	97	100.00
8.	Madras	165	165	100.00
9.	Maharashtra	173	166	95.6
10.	Mysore	90	90	100.0
11.	Orissa	48	46	95.8
12.	Punjab	190	186	97.9
13.	Rajasthan	67	67	100.00
14.	Uttar Pradesh	192	186	96.9
15.	West Bengal	260	229	88.1
16.	Delhi	35	35	100.0
17.	Himachel Pradesh	15	12	80.0
18.	Manipur	11	5	45.5
19.	Tripura	9	8	88.9
20.	Nagaland	3	2	66.7
21.	Goa, Daman & Diu	10	10	100.0
22.	Pondicherry	5	5	100.0
	INDIA: TOTAL	1977	1873	94.7

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Sr. No.	States/Union Territories	TOTAL SCHOOLS LISTED	TOTAL SURVEY SAMPLE
1.	Andhra Pradesh	1425	148
2.	Assam	720	84
3.	Bihar	1555	159
4.	Gujarat	772	79
5.	Jammu & Kashmir	246	31
6.	Kerala	910	106
7.	Madhya Pradesh	921	97
8.	Madras	1461	165
9.	Maharashtra	1706	173
10.	Mysore	857	90
11.	Orissa	430	48
12.	Punjab	1513	190
13.	Rajasthan	642	67
14.	Uttar Pradesh	1841	192
15.	West Bengal	2051	260
16.	Delhi	322	35
17.	Himachal Pradesh	106	15
18.	Manipur	83	11
19.	Tripura	35	9
20.	Nagaland	30	3
21.	Goa, Daman & Diu	87	10
22.	Pondicherry	37	5
	TOTAL INDIA	17750	1977

Table: Survey Sample by structures.

						RURAI
GOVERNMENT						
BOYS				GIRLS		
HIGH		H.S.	HIGH		H.S.	
schools	sample	schools	Sample	schools	sample	schools
13	1	1	-	3	2	-
4	1	-	-	-	-	-
14	1	12	1	-	-	-
26	3	-	-	-	-	-
107	11	8	1	7	3	-
147	15	-	-	2	1	-
-	-	241	24	-	-	6
23	2	-	-	4	2	-
42	4	-	-	1	1	-
46	5	3	-	-	-	-
33	3	-	-	2	1	-
434	43	95	10	44	22	23
53	5	61	26	[illegible]	1	-
17	2	7	1	-	-	1
-	-	3	-	-	-	-
-	-	25	2	-	-	5
27	[illegible]	57	6	-	-	1
7	1	-	-	-	-	-
4	1	-	-	-	-	-
13	1	-	-	-	-	-
-	-	1	1	-	-	-
10	1	-	-	-	-	-
1020	103	714	72	[illegible]	33	36

	NON-GOVERNMENT							
	BOYS				GIRLS			
	HIGH		H.S.		HIGH		H.S.	
sample	schools	sample	schools	sample	schools	sample	schools	sample
-	754	75	20	2	12	6	-	-
-	476	48	13	1	22	11	-	-
-	1090	109	87	9.	8	4	1	1
-	345	34	-	-	2	1	-	-
-	1	1	-	-	-	-	-	-
-	408	41	-	-	36	18	-	-
3	-	-	185	19	-	-	1	1
-	787	79	-	-	43	22	-	-
-	532	53	-	-	4	2	-	-
-	298	30	17	2	5	3	-	-
-	279	28	1	1	-	-	-	-
12	202	20	62	6	22	11	6	3
-	11	1	6	1	1	1	2	1
1	500	50	370	37	9	5	3	2
-	817	82	309	31	109	54	24	12
3	-	-	11	1	-	-	-	-
1	-	-	1	1	-	-	-	-
-	51	5	-	-	3	1	-	-
-	5	1	1	1	-	-	-	-
-	14	1	-	-	-	-	-	-
-	31	3	-	-	13	1	-	-
-	-	-	-	-	-	-	-	-
20	6601	661	1083	112	289	140	37	20

Sr. No.	States/Union Territories	TOTAL SCHOOLS LISTED	TOTAL SURVEY SAMPLE
1.	Andhra Pradesh	1425	148
2.	Assam	720	84
3.	Bihar	1555	159
4.	Gujarat	772	79
5.	Jammu & Kashmir	246	31
6.	Kerala	910	100
7.	Madhya Pradesh	921	97
8.	Madras	1461	163
9.	Maharashtra	1706	173
10.	Mysore	857	90
11.	Orissa	430	48
12.	Panjab	1[illegible]13	190
13.	Rajasthan	642	67
14.	Uttar Pradesh	1841	192
15.	West Bengal	2051	260
16.	Delhi	328	35
17.	Himachal Pradesh	106	15
18.	Manipur	83	11
19.	Tripura	35	9
20.	Nagaland	30	3
21.	Goa, Daman & Diu	87	10
22.	Pondicherry	37	5
	TOTAL INDIA	17750	1977

URBA

GOVERNMENT							
BOYS				GIRLS			
High		H.S.		High		H.S.	
schools	sample	schools	sample	schools	sample	schools	sample
40	4	28	3	37	4	12	1
6	1	16	2	1	1	1	1
16	2	3	-	2	-	9	1
65	7	-	-	26	3	-	-
25	3	21	2	41	4	1	1
91	9	-	-	24	2	-	-
--	-	176	18	-	-	98	10
14	1	-	-	24	2	-	-
79	8	-	-	23	2	-	-
31	3	40	4	8	1	18	2
25	3	3	1	19	2	1	1
71	7	60	6	67	7	65	7
82	8	80	8	24	2	21	2
26	3	34	3	12	1	36	4
1	-	18	2	2	1	6	1
-	-	89	10	-	-	78	8
5	1	6	1	8	1	1	1
2	1	-	-	3	1	-	-
3	1	4	1	6	1	1	1
3	1	-	-	-	-	-	-
-	-	-	-	-	-	-	-
13	1	-	-	4	1	-	-
598	64	578	61	331	36	368	41

NON-GOVERNMENT							
BOYS				GIRLS			
HIGH		H.S.		HIGH		H.S.	
schools	sample	schools	sample	schools	sample	schools	sample
284	28	133	13	68	7	20	2
124	12	10	1	42	4	5	1
162	16	98	10	43	4	10	1
266	27	-	-	42	4	-	-
17	2	3	1	14	1	1	1
158	16	-	-	44	4	-	-
-	-	165	17	-	-	49	5
420	42	-	-	146	15	-	-
848	85	-	-	177	18	-	-
258	26	39	4	79	8	15	2
58	6	2	1	7	1	-	-
109	11	133	13	67	7	53	5
38	4	38	4	15	2	8	1
168	17	429	43	103	10	126	13
226	23	225	23	202	20	109	11
-	-	74	7	-	-	40	4
-	-	-	-	-	-	-	-
14	1	-	-	3	1	-	-
9	1	2	1	-	-	-	-
-	-	-	-	-	-	-	-
36	4	-	-	6	1	-	-
5	1	-	-	5	1	-	-
3200	322	1351	138	1068	108	436	46

No.2

SURVEY QUESTION : 2

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Location of Sample Schools.

Sl. No.	States/Union Territories	Percentage of Schools located in			n/N
		(Other) Places	Tehsil Places	District Places	
1.	Andhra Pradesh	65.5	18.5	16.0	148/148
2.	Assam	56.5	39.1	4.4	69/84
3.	Bihar	65.4	30.8	3.8	133/159
4.	Gujarat	50.0	29.5	20.5	78/79
5.	Jammu & Kashmir	65.5	10.4	24.1	29/31
6.	Kerala	76.4	14.2	9.4	106/106
7.	Madhya Pradesh	47.4	35.1	17.5	97/97
8.	Madras	72.1	17.6	10.3	165/165
9.	Maharashtra	49.1	18.8	32.1	165/173
10.	Mysore	51.1	22.2	26.7	90/90
11.	Orissa	52.2	37.0	10.8	46/48
12.	Panjab	67.6	15.7	16.7	185/190
13.	Rajasthan	49.2	25.4	25.4	67/67
14.	Uttar Pradesh	48.6	15.9	35.5	183/192
15.	West Bengal	71.9	19.7	8.4	228/260
16.	Delhi	17.7	2.9	79.4	34/35
17.	Himachal Pradesh	58.3	41.7	--	12/15
18.	Manipur	80.0	20.0	--	5/11
19.	Tripura	37.5	62.5	--	8/9
20.	Nagaland	50.0	--	50.0	2/3
21.	Goa, Daman & Diu	100.00	--	--	10/10
22.	Pondicherry	--	20.0	80.0	5/5
	TOTAL: INDIA	60.1	21.5	18.4	1865/1977

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Population of Places where Sample Schools are situated.

Sl.No.	States/Union Territories	Percentage of Schools situated at Places where the population is					n N
		5000	5000-10,000	10,000-15,000	15,000-20,000	20,000	
1.	Andhra Pradesh	45.8	19.4	5.5	2.8	26.5	140/148
2.	Assam	32.4	19.1	17.6	7.4	23.5	68/84
3.	Bihar	48.9	22.9	6.9	4.6	10.3	131/159
4.	Gujarat	33.3	26.7	6.7	2.7	30.7	75/79
5.	Jammu & Kashmir	42.9	17.9	--	10.7	28.6	28/31
6.	Kerala	20.0	32.4	10.5	8.6	28.6	105/106
7.	Madhya Pradesh	43.3	17.5	10.3	1.0	27.8	97/97
8.	Madras	34.4	17.8	8.0	6.1	33.7	163/165
9.	Maharashtra	25.8	17.6	7.5	3.8	45.3	159/173
10.	Mysore	33.0	22.7	6.8	--	37.5	88/90
11.	Orissa	22.2	37.8	15.6	6.7	17.8	45/48
12.	Punjab	45.0	21.7	10.0	3.3	20.0	180/190
13.	Rajasthan	40.6	20.3	9.4	—	29.7	64/67
14.	Uttar Pradesh	31.8	15.6	5.6	2.2	44.7	179/192
15.	West Bengal	25.6	19.2	11.9	8.2	35.2	210/260
16.	Delhi	9.4	15.6	9.4	6.3	59.4	32/35
17.	Himachal Pradesh	58.3	25.0	16.7	--	--	12/15
18.	Manipur	40.0	--	40.0	20.0	--	5/11
19.	Tripura	12.5	37.5	12.5	37.5	--	8/9
20.	Nagaland	50.0	--	--	--	50.0	2/3
21-	Goa, Daman & Diu	10.0	30.0	20.0	20.0	20.0	10/10
22.	Pondicherry	20.0	--	--	20.0	60.0	5/5
	TOTAL: INDIA	34.3	20.7	9.0	4.7	31.3	1818/1977

No.3(ii)

SURVEY QUESTION : 3(ii)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Sample Schools situated at places having municipality.

Sl. No.	States/Union Territories	Percentage of Schools situated at places		$\frac{n}{N}$
		having municipality	not having municipality	
1.	Andhra Pradesh	34.5	65.5	148/148
2.	Assam	26.1	73.9	69/84
3.	Bihar	20.1	79.9	134/159
4.	Gujarat	44.6	55.4	78/79
5.	Jammu & Kashmir	34.5	65.6	29/31
6.	Kerala	22.6	77.4	106/106
7.	Madhya Pradesh	45.4	54.6	97/97
8.	Madras	30.9	69.1	165/165
9.	Maharashtra	61.4	38.6	166/173
10.	Mysore	55.6	44.4	90/90
11.	Orissa	19.6	80.4	46.48
12.	Panjab	41.9	58.1	186/190
13.	Rajasthan	46.3	53.7	67/67
14.	Uttar Pradesh	53.6	46.4	183/192
15.	West Bengal	39.5	60.5	228/260
16.	Delhi	91.4	8.6	35/35
17.	Himachal Pradesh	33.3	667	12/15
18	Manipur	20.0	80.0	5/11
19.	Tripura	12.5	87.5	8/9
20.	Nagaland	50.0	50.0	2/3
21.	Goa, Damand & Diu	70.0	30.0	10/10
22.	Pondicherry	100.00	0.0	5/5
	TOTAL : : INDIA	31.1	68.9	1869/1977

No. 3(iii) SURVEY QUESTION : 3(iii)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Sample Schools situated alone.

Sl. No.	States/Union Territories	Percentage of schools		n/N
		situated alone	not situated alone	
1.	Andhra Pradesh	63.5	36.5	148/148
2.	Assam	37.7	62.3	69/84
3.	Bihar	77.6	22.4	134/159
4.	Gujarat	61.3	38.7	78/79
5.	Jammu & Kashmir	51.7	48.3	29/31
6.	Kerala	49.1	50.9	106/106
7.	Madhya Pradesh	42.3	57.7	97/97
8.	Madras	55.1	44.9	165/165
9.	Maharashtra	42.2	57.8	166/173
10.	Mysore	50.0	50.0	90/90
11.	Orissa	65.2	34.8	46/48
12.	Panjab	42.5	57.5	186/190
13.	Rajasthan	65.7	34.3	67/67
14.	Uttar Pradesh	44.2	55.8	183/192
15.	West Bengal	39.9	60.1	228/260
16.	Delhi	14.3	85.7	35/35
17.	Himachal Pradesh	91.7	8.3	12/15
18.	Manipur	20.0	80.0	5/11
19.	Tripura	37.5	62.5	8/9
20.	Nagaland	100.0	0.0	2/3
21.	Goa, Daman Diu	30.0	70.0	10/10
22.	Pondicherry	20.0	80.0	5/5
	TOTAL :: INDIA	50.1	49.9	1869/1977

No. 3(iv) SURVEY QUESTION : 3(iv)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Number of Secondary Schools situated in the location of Sample Schools.

Sl.No.	States/Union Territories	Percentage of Schools situated in locations where number of such schools are					n/N
		two	three	four	five	more than five	
1.	Andhra Pradesh	29.1	12.7	9.1	--	49.1	55/148
2.	Assam	47.7	15.9	6.8	--	29.5	44/84
3.	Bihar	30.0	20.0	13.3	10.0	26.6	30/159
4.	Gujarat	31.3	3.1	9.4	6.3	50.0	32/79
5.	Jammu & Kashmir	59.8	--	13.4	--	26.6	15/31
6.	Kerala	46.3	13.0	9.3	7.4	24.1	54/106
7.	Madhya Pradesh	36.4	20.0	3.6	5.5	34.5	55/97
8.	Madras	42.8	20.8	5.2	6.5	24.7	77/165
9.	Maharashtra	15.6	13.3	3.3	4.4	63.3	90/173
10.	Mysore	29.5	6.8	20.5	6.8	36.4	44/90
11.	Orissa	50.0	6.3	--	25.0	18.7	16/48
12.	Panjab	42.4	16.0	15.1	6.6	19.8	106/190
13.	Rajasthan	30.4	8.7	8.7	8.7	43.5	23/67
14.	Uttar Pradesh	16.8	16.8	10.9	--	55.4	101/192
15.	West Bengal	38.1	13.4	18.7	4.5	25.4	134/260
16.	Delhi	25.0	3.6	7.2	10.7	53.6	28/35
17.	Himachal Pradesh	100.00		--	--	--	1/15
18.	Manipur	--	75.0	--	--	25.0	4/11
19.	Tripura	16.7	33.3	--	33.3	16.7	6/9
20.	Nagaland	--	--	--	--	--	--
21.	Goa, Damand & Diu	--	14.3	--	--	85.7	7/10
22.	Pondicherry	25.0	--	--	25.0	50.0	4/5
	TOTAL :: INDIA	33.2	14.3	10.4	5.3	36.8	926/1977

No.3(v) SURVEY QUESTION :3(v)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Number of villages served by Sample Schools

Sl.No.	States/Union Territories	Percentage of Schools serving number of villages						n/N
		1-10	11-20	21-30	31-40	41-50	More than 50	
1.	Andhra Pradesh	51.2	34.9	6.2	3.1	3.1	1.6	129/148
2.	Assam	22.7	30.3	22.7	7.6	9.1	7.6	66/84
3.	Bihar	15.7	20.5	22.8	12.6	10.2	18.1	127/159
4.	Gujarat	66.2	27.7	--	3.1	--	3.1	65/79
5.	Jammu & Kashmir	40.9	27.3	22.7	4.5	--	4.5	22/32
6.	Kerala	96.2	3.8	--	--	--	--	104/106
7.	Madhya Pradesh	29.3	22.0	24.4	6.1	2.4	15.9	82/97
8.	Madras	41.5	33.5	10.5	5.9	4.0	4.6	152/165
9.	Maharashtra	59.1	24.3	7.8	2.6	3.5	2.6	115/173
10.	Mysore	55.8	18.2	14.3	5.2	2.6	3.9	77/90
11.	Orissa	9.3	18.6	20.9	4.7	11.6	34.9	43/46
12.	Panjab	56.0	31.4	6.3	1.1	2.3	2.9	175/190
13.	Rajasthan	35.2	27.8	16.7	3.7	3.7	13.0	54/67
14.	Uttar Pradesh	22.8	20.8	8.1	9.4	6.0	32.9	149/192
15.	West Bengal	34.7	36.3	16.6	5.2	1.6	5.7	193/260
16.	Delhi	89.5	10.5	--	--	--	--	19/35
17.	Himachal Pradesh	16.7	16.7	16.7	8.3	8.3	33.3	12/15
18.	Manipur	40.0	40.0	20.0	--	--	--	5/11
19.	Tripura	37.5	12.5	28.0	--	--	25.0	8/9
20.	Nagaland	100.0	--	--	--	--	--	2/3
21.	Goa, Daman & Diu	77.8	11.1	11.1	--	--	--	9/10
22.	Pondicherry	40.0	20.0	20.0	20.0	--	--	5/5
	TOTAL :: INDIA	43.7	25.9	11.9	5.4	3.8	9.4	1620/1977

URVEY QUESTION : 3(vi)

S.No.	State/Union Territories	Percentage of pupils
		Less than 2
		Percentage of Responding Schools
1.	Andhra Pradesh	100.0
2.	Assam	100.0
3.	Bihar	100.0
4.	Gujarat	100.0
5.	Jammu & Kashmir	100.0
6.	Kerala	100.0
7.	Madhya Pradesh	100.0
8.	Madras	100.0
9.	Maharashtra	100.0
10.	Mysore	100.0
11.	Orissa	100.0
12.	Panjab	100.0
13.	Rajasthan	100.0
14.	Uttar Pradesh	100.0
15.	West Bengal	100.0
16.	Delhi	100.0
17.	Himachal Pradesh	100.0
18.	Manipur	100.0
19.	Tripura	100.0
20.	Nagaland	100.0
21.	Goa, Daman & Diu	100.0
22.	Pondicherry	100.0
TOTAL ::	INDIA	100.0

SURVEY QUESTION : 3(vi)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Distances from which pupls come to Sample scho

coming schools from distances of		
kilometres	between 2 and 5 kilometres	
Percentage of Pupils	Percentage of Responding School	Percentage of Pupi
61.8	97.3	27.1
52.5	100.0	34.4
52.3	98.5	34.8
81.2	85.7	13.9
66.6	85.7	20.4
58.0	97.2	33.0
57.7	95.7	21.6
62.4	100.0	25.8
74.4	87.6	15.8
63.5	96.6	24.0
63.3	97.8	25.2
70.6	94.5	22.3
70.4	88.1	20.8
59.6	98.3	27.7
66.4	98.2	25.3
82.4	90.9	14.6
43.4	100.0	39.5
59.7	100.0	33.3
64.6	100.0	27.1
21.2	100.0	25.0
66.6	100.0	22.0
68.1	100.0	28.1
64.9	95.6	25.1

SURVEY QUESTION : 3(vi)

in 1962-63.

	more than 5 kilometres	$\frac{n}{N}$
Percentage of Responding Schools	Percentage of Pupils	
84.4	11.1	147/148
96.9	13.1	64/84
90.1	12.9	132/159
66.2	4.9	77/79
78.6	13.0	28/31
76.4	9.0	106/106
82.9	10.7	94/97
92.0	11.8	163/165
68.5	9.8	162/173
84.6	12.5	89/90
89.1	11.5	46/48
74.6	7.1	181/190
70.1	8.8	67/67
84.0	12.7	181/192
78.5	8.3	228/260
54.5	3.0	33/35
100.0	17.1	12/15
100.0	7.0	5/11
100.0	8.3	8/9
100.0	53.8	2/3
88.9	11.4	9/10
80.0	3.8	5/5
80.6	10.0	1839/1977

SURVEY QUESTION : 4

Years of establishment of sample schools have been categorised into structures of (i) before 1947; (ii) between 1947 and 1950; (iii) between 1951 and 1955; (iv) between 1956 and 1960; and (v) 1961 onwards so as to conform to Indian Historical Periods of (i) before the year of Independence; (ii) years after Independence and before the beginning of Five Year Plans the pre-plan period; (iii) period of the Ist Five Year Plan; (iv) period of the 2nd Five Year Plan; and (v) the beginning year of the 3rd Five Year Plan, respectively.

No. 4

SURVEY QUESTION : 4

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table : Year of Establishment of Sample Schools.

Sl. No.	States/Union Territories	Percentage of Schools established					n/N
		before 1947	between 1947 and 1959	between 1951 and 1955	between 1956 & 1960	1961 onwards	
1.	Andhra Pradesh	45.1	15.5	14.8	24.6	--	142/148
2.	Assam	53.6	11.6	10.1	24.6	--	69/84
3.	Bihar	42.4	19.7	22.0	15.0	--	132/159
4.	Gujarat	55.1	2.6	21.8	19.2	1.3	78/79
5.	Jammu & Kashmir	50.0	18.2	22.7	9.1	--	22/31
6.	Kerala	69.8	8.5	6.6	13.2	1.9	94/97
7.	Madhya Pradesh	56.4	9.6	10.6	17.0	6.4	94/97
8.	Madras	36.0	10.4	11.6	28.7	13.4	164/165
9.	Maharashtra	54.2	6.0	23.5	15.1	1.2	166/173
10.	Mysore	38.2	12.4	12.4	30.3	6.7	86/90
11.	Orissa	32.6	18.6	8.7	39.1	--	46/48
12.	Panjab	63.6	10.8	18.7	5.1	1.7	176/190
13.	Rajasthan	85.7	4.8	3.2	4.8	1.6	63/67
14.	Uttar Pradesh	51.1	22.2	18.3	8.3	--	180/192
15.	West Bengal	55.7	16.7	21.0	6.6	--	228/260
16.	Delhi	27.3	15.2	12.1	24.2	21.2	33/35
17.	Himachal Pradesh	63.6	--	27.3	9.1	--	11/15
18.	Manipur	40.0	--	--	60.0	--	5/11
19.	Tripura	38.5	25.0	25.0	12.4	--	8/9
20.	Nagaland	100.0	--	--	--	--	2/3
21.	Goa, Damand & Diu	80.0	--	10.0	--	10.0	10/10
22.	Pondicherry	60.0	--	20.0	20.0	--	5/5
	TOTAL :: INDIA	52.2	12.8	16.2	16.0	2.8	1829/1977

o.5

Survey Question :5

Sl. No.	States/Union Territories	1-VII	1-VIII	1-IX	1-X	1-XI	1-XII	II-XI	III-X	III-XI
1.	Andhra Pradesh	-	-	-	-	20.3	2.7	-	-	-
2.	Assam	-	-	-	2.9	-	-	-	-	-
3.	Bihar	-	-	-	-	-	-	-	-	-
4.	Gujarat	1.3	-	-	-	2.6	-	-	-	-
5.	Jammu & Kashmir	-	-	-	55.2	13.8	-	-	-	-
6.	Kerala	-	-	-	0.9	0.9	-	-	-	-
7.	Madhya Pradesh	-	-	-	-	6.2	-	-	-	-
8.	Madras	-	-	-	-	3.0	-	-	-	0.3
9.	Maharashtra	1.2	1.2	-	0.6	6.0	-	-	-	-
10.	Mysore	-	-	-	3.4	1.1	-	-	-	-
11.	Orissa	-	-	-	-	-	-	-	-	-
12.	Panjab	-	-	1.1	35.0	17.7	-	-	-	-
13.	Rajasthan	-	-	-	6.0	7.5	-	-	-	-
14.	Uttar Pradesh	-	-	-	4.9	1.1	7.1	-	-	-
15.	West Bengal	-	-	-	0.9	3.5	-	0.4	-	0.4
16.	Delhi	-	-	-	-	35.3	-	-	-	2.9
17.	Himachal Pradesh	-	-	-	50.0	33.3	-	-	-	-
18.	Manipur	-	-	-	-	-	-	-	40.0	-
19.	Tripura	-	-	-	-	-	-	-	-	-
20.	Nagaland	-	-	-	-	-	-	-	-	-
21.	Goa, Daman & Diu	-	-	-	-	50.0	-	-	-	-
22.	Pondicherry	-	-	-	-	60.0	-	-	-	-
	TOTAL : : INDIA	0.2	0.1	0.1	5.8	7.0	0.9	0.1	0.1	0.2

No. 5

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Survey Question : 5

Table: Classes provided in Sample Schools in 1964-65.

Percentages of Schools having Classes													
III-XII	IV-IX	IV-X	IV-XI	IV-XII	V-VIII	V-X	V-XI	VI-VIII	VI-IX	VI-X	VI-XI	VI-XII	VII-X
-	-	-	1.4	1.4	-	-	-	-	-	-	62.2	8.8	-
-	-	82.4	7.4	-	-	-	-	-	-	-	-	-	7.4
-	-	-	3.8	0.8	-	-	-	-	-	-	19.7	9.1	-
-	-	-	-	-	1.3	-	42.3	-	-	-	3.9	-	-
-	-	-	-	-	-	-	-	-	-	20.7	-	-	-
-	-	-	-	-	-	89.6	-	-	-	0.9	-	-	-
-	-	-	-	-	-	-	-	-	-	-	68.0	-	-
-	-	-	-	-	-	-	1.8	0.6	-	3.6	88.5	-	-
-	-	-	-	-	4.2	16.9	37.4	-	-	-	-	-	-
-	-	-	-	-	-	9.0	1.1	-	-	7.9	2.3	-	2.3
-	-	-	2.2	-	-	-	-	-	-	-	41.3	8.7	-
-	-	0.5	0.5	-	-	12.4	6.6	-	-	18.3	7.5	-	-
-	-	-	-	-	-	1.5	3.0	-	-	28.4	46.3	-	-
1.1	-	-	-	0.6	-	-	-	-	-	31.7	-	53.6	-
-	-	-	0.4	-	-	51.8	40.8	-	-	-	1.8	-	-
-	-	-	-	-	-	-	-	-	-	-	61.8	-	-
-	-	-	-	-	-	-	-	-	-	8.3	8.3	-	-
-	-	-	-	-	-	-	-	-	20.0	20.0	-	-	20.0
-	-	-	-	-	-	-	-	-	-	50.0	50.0	-	-
-	-	50.0	-	-	-	-	-	-	-	-	-	-	50.0
-	10.0	-	-	-	-	-	30.0	-	-	-	10.0	-	-
-	-	-	-	-	-	-	-	-	-	-	20.0	-	-
0.1	0.1	3.1	0.8	0.2	0.4	14.6	11.2	0.1	0.1	7.3	23.1	6.8	0.5

No. 5

SURVEY QUESTION : 5

VII-XI	VIII-IX	VIII-X	VIII-XI	VIII-XII	IX-X	IX-XI	IX-XII	n/N
0.7	-	-	-	-	-	1.4	1.4	148/148
-	-	-	-	-	-	-	-	68/84
-	-	0.8	62.1	3.0	-	-	0.8	132/159
-	-	1.3	47.4	-	-	-	-	78/79
-	-	-	10.3	-	-	-	-	29/31
-	-	7.6	-	-	-	-	-	106/106
2.1	-	-	-	-	1.0	22.7	-	97/97
-	-	-	-	-	-	1.8	-	165/165
0.6	-	0.6	30.7	-	0.6	-	-	166/173
-	7.9	62.9	2.3	-	-	-	-	89/90
-	-	-	47.8	-	-	-	-	46/48
-	-	-	-	-	-	0.5	-	186/190
-	-	-	-	-	-	7.5	-	67/67
-	-	-	-	-	-	-	-	183/192
-	-	-	-	-	-	-	-	228/230
-	-	-	-	-	-	-	-	34/35
-	-	-	-	-	-	-	-	12/15
-	-	-	-	-	-	-	-	5/11
-	-	-	-	-	-	-	-	8/9
-	-	-	-	-	-	-	-	2/3
-	-	-	-	-	-	-	-	10/10
-	-	-	-	-	-	-	-	5/5
0.2	0.4	3.6	10.6	0.2	0.1	1.8	0.2	1864/1977

No.6

SURVEY QUESTION : 6

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: First Starts of Sample Schools.

Sl. No.	States/Union Territories	Percentage of Schools which were first started as a						n/N
		Primary School	Middle School	High School	Higher Secondary School	Multi-purpose School	Post-Basic School	
1.	Andhra Pradesh	37.2	48.6	14.2	--	--	--	148/1
2.	Assam	14.5	53.6	31.9	--	--	--	69/84
3.	Bihar	6.1	10.6	77.3	0.8	4.5	0.8	132/15
4.	Gujarat	9.1	62.3	28.6	--	--	--	77/79
5.	Jammu & Kashmir	62.1	10.3	27.6	--	--	--	29/31
6.	Kerala	20.8	44.3	34.9	--	--	--	106/10
7.	Madhya Pradesh	32.3	33.3	24.0	10.4	--	--	96/97
8.	Madras	20.6	45.8	33.5	--	--	--	165/16
9.	Maharashtra	16.3	35.5	47.6	0.6	--	--	90/90
10.	Mysore	11.1	15.6	67.8	2.2	3.3	--	90/90
11.	Orissa	13.0	28.3	58.7	--	--	--	46/48
12.	Panjab	49.2	24.9	24.3	1.6	--	--	185/190
13.	Rajasthan	79,1	13.4	6.0	1.5	--	--	67/67
14.	Uttar Pradesh	23.6	64.3	9.9	2.2	--	--	182/182
15.	West Bengal	22.3	44.5	32.3	0.4	0.4	--	228/260
16.	Delhi	29.4	14.7	8.8	47.1	--	--	34/35
17.	Himachal Pradesh	83.3	3.3	8.3	--	--	--	12/15
18.	Manipur	--	40.0	60.0	--	--	--	5/11
19.	Tripura	37.5	37.5	25.0	--	--	--	8/9
20.	Nagaland	50.0	--	50.0	--	--	--	2/3
21.	Goa, Damand & Diu	40.0	20.0	30.0	--	10.0	--	10/10
22.	Pondicherry	20.0	40.0	40.0	--	--	--	5/5
TOTAL :: INDIA		26.6	37.7	33.0	2.1	0.6	0.1	1862/1977

No.7(a) SURVEY QUESTION : 7(a)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Sample Schools having been upgraded.

Sl. No.	States/Union Territories	Percentage of Schools ever upgraded	never upgraded	$\frac{n}{N}$
1.	Andhra Pradesh	86.5	13.5	148/148
2.	Assam	68.1	31.9	69/84
3.	Bihard	37.3	62.7	134/159
4.	Gujarat	74.1	25.9	78/79
5.	Jammu & Kashmir	89.7	10.3	29/31
6.	Kerala	65.1	34.9	106/106
7.	Madhya Pradesh	90.7	9.3	97/97
8.	Madras	64.8	35.2	165/165
9.	Maharashtra	53.0	47.0	166/173
10.	Mysore	32.2	67.8	90/90
11.	Orissa	41.3	58.7	46/48
12.	Panjab	82.8	17.2	186/190
13.	Rajasthan	97.0	3.0	67/67
14.	Uttar Pradesh	96.6	3.4	183/192
15.	West Bengal	91.7	8.3	228/260
16.	Delhi	51.4	48.6	35/35
17.	Himachal Pradesh	100.0	0.0	12/15
18.	Manipur	60.0	40.0	5/11
19.	Tripura	100.0	0.0	8/9
20.	Nagaland	50.0	50.0	2/3
21.	Goa, Daman & Diu	60.0	40.0	10/10
22.	Pondicherry	60.0	40.0	5/5
	TOTAL :: INDIA	73.0	27.0	1869/1977

No.: 7(b)

SURVEY QUESTION: 7(b)

S. No.	States/Union Territories	from primary to middle school.					
		before 1947	1947-1950	1951-1955	1956-1960	1961 onwards	TOTAL
1-	Andhra Pradesh	8.8	3.4	10.8	8.1	-	31.1
2.	Assam	10.1	-	2.9	1.4	-	14.4
3.	Bihar	4.5	-	-	-	-	4.5
4.	Gujarat	5.1	-	1.3	1.3	-	7.7
5.	Jammu & Kashmir	20.7	-	20.7	20.7	-	62.1
6.	Kerala	13.2	4.7	-	0.9	-	18.8
7.	Madhya Pradesh	17.5	4.1	8.2	1.0	-	30.8
8.	Madras	12.1	1.8	3.0	3.0	0.6	20.5
9.	Maharashtra	7.2	1.2	3.0	1.2	-	12.6
10.	Mysore	6.7	-	-	1.1	1.1	8.9
11.	Orissa	13.0	-	-	-	-	13.0
12.	Panjab	20.4	5.4	14.0	5.9	-	45.7
13.	Rajasthan	37.3	19.4	11.9	4.5	-	73.1
14.	Uttar Pradesh	13.7	3.8	3.8	2.7	-	24.0
15.	West Bengal	12.3	3.9	3.5	1.3	-	21.0
16.	Delhi	8.6	5.7	8.6	-	-	22.9
17.	Himachal Pradesh	25.0	16.7	33.3	-	-	75.0
18.	Manipur	-	-	-	-	-	-
19.	Tripura	25.0	-	12.5	-	-	37.5
20.	Nagaland	50.0	-	-	-	-	50.0
21.	Goa, Daman & Diu	-	20.0	10.0	10.0	-	40.0
22.	Pondicherry	-	-	-	-	-	-
TOTAL :	INDIA	12.6	3.4	5.4	2.8	0.1	24.3

A SURVEY OF SECONDARY SCHOOLS IN INDIA

No.: 7 (b)

SURVEY QUESTION

Table: Sample Schools upgraded stage by stage-in different years.

Percentage of Upgraded Schools.					
From middle to high school					
before 1947	1947-1950	1951-1955	1956-1960	1961 onward	TOTAL
16.9	10.8	16.2	19.6	16.2	79.9
24.6	11.6	10.1	15.9	2.9	65.1
10.4	2.2	1.5	1.5	-	15.6
16.7	2.6	20.5	21.8	9.0	70.6
-	-	13.8	48.3	6.9	69.0
27.4	19.8	9.4	8.5	-	65.1
18.6	4.1	13.4	16.5	2.1	54.7
16.4	7.9	10.9	22.4	6.1	63.7
13.9	6.6	6.0	11.4	3.6	41.5
8.9	4.4	3 .3	5.6	1.1	23.3
21.7	15.2	2.2	2.2	-	41.3
12.4	5.4	23.7	19.9	4.3	65.7
19.4	6.0	9.0	7.5	10.4	52.3
19.1	17.5	19.1	18.6	5.5	79.8
16.7	9.2	8.3	20.2	11.4	65.8
5.7	-	8.6	-	-	14.3
8.3	-	33.3	16.7	-	58.3
-	-	20.0	20.0	-	40.0
12.5	-	12.5	12.5	12.5	50.0
-	50.0	-	-	-	50.0
10.0	-	10.0	20.0	10.0	50.0
-	-	-	20.0	20.0	40.0
15.9	8.4	11.9	15.5	5.8	57.5

from middle to higher secondary school.

before 1947	1947-1950	1951-1955	1956-1960	1961-onwards	TOTA
-	-	-	0.7	-	0.7
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	1.0	1.0	9.3	11.3
-	-	-	-	-	-
-	-	0.6	-	-	0.6
-	-	-	-	2.2	2.2
-	-	-	-	-	-
0.5	-	-	0.5	5.4	6.4
-	-	1.5	34.3	1.5	37.3
1.1	1.6	3.8	0.5	0.5	7.5
-	-	-	-	-	-
-	2.9	-	22.9	-	25.8
-	-	-	-	33.3	33.3
-	-	-	-	-	-
-	-	-	12.5	-	12.5
-	-	-	-	-	-
-	-	10.0	-	-	10.0
-	-	-	-	-	-
0.2	0.2	0.6	1.9	1.4	4.3

Sl.No.	States/Union Territories	from basic to high school.					
		before 1947	1947-1950	1951-1955	1956-1960	1961 onwards	TOTAL
1.	Andhra Pradesh	-	0.7	-	2.0	0.7	3.4
2.	Assam	-	-	-	-	-	-
3.	Bihar	-	-	-	-	-	-
4.	Gujarat	-	-	-		-	-
5.	Jammu & Kashmir	-	-	-	-	-	-
6.	Kerala	-	-	-	-	-	-
7.	Madhya Pradesh	-	-	-	-	-	-
8.	Madras	-	-	-	-	-	-
9.	Maharashtra	-	0.6	-	-	-	0.6
10.	Mysore	-	-	-	-	-	-
11.	Orissa	-	-	-	-	-	-
12.	Panjab	-	-	-	0.5	-	0.5
13.	Rajasthan	-	-	-	-	-	-
14.	Uttar Pradesh	-	-	-	-	-	-
15.	West Bengal	-	-	-	-	-	-
16.	Delhi	-	-	-	-	-	-
17.	Himachal Pradesh	-	-	-	-	-	-
18.	Manipur	-	-	-	-	-	-
19.	Tripura	-	-	-	-	-	-
20.	Nagaland	-	-	-	-	-	-
21.	Goa, Daman & Diu	-	-	-	-	-	-
22.	Pondicherry	-	-	-	-	-	-
	TOTAL: INDIA	-	0.1	-	0.2	0.1	0.4

Percentage of Ungraded Schools. from basic to higher secondary school.					
before 1947	1947-50	1951-55	1956-1960	1961 onwards	Total
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	1.2	-	1.2
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	2.9	-	2.9
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
	-				
-	-	-	0.2	-	0.2

from high to higher secondary school.						n/N
before 1947	1947-1950	1951-55	1956-60	1961 onwards	TOTAL	
-	-	2.7	7.4	6.1	16.2	148/148
-	-	-	5.8	2.9	8.7	69/84
0.8	-	0.7	8.2	14.9	24.6	134/159
-	-	-	-	-	-	78/79
-	-	-	13.8	10.3	24.1	29/31
-	-	-	-	-	-	106/106
-	-	3.1	54.6	20.6	78.3	97/97
-	-	-	0.6	-	0.6	165/165
0.6	-	1.2	4.8	1.8	8.4	166/173
-	-	1.1	5.6	1.1	7.8	90/90
-	-	-	6.5	2.2	8.7	46/48
-	-	-	10.8	15.1	25.9	186/190
-	-	1.5	14.9	4.5	20.9	67/67
7.1	11.5	20.2	9.3	14.2	62.3	183/192
-	-	-	25.9	27.2	53.1	228/260
5.7	-	-	11.4	5.7	22.8	35/35
-	-	-	8.3	8.3	16.6	12/15
-	-	-	-	20.0	20.0	5/11
-	-	-	25.0	12.5	37.5	8/9
-	-	-	-	-	-	2/3
-	-	-	-	-	-	10/10
-	-	-	-	-	-	5/5
0.9	1.1	2.6	11.4	9.8	25.8	1859/1977

No.8(a) **A SURVEY OF SECONDARY SCHOOLS IN INDIA**

Table : Sample Schools by Sex.

States/Union Territories	Percentages			n/N
	Boys Schools	Girls Schools	Co-education/ Mixed Schools	
1. Andhra Pradesh	10.8	13.5	75.7	148/148
2. Assam	11.6	21.7	66.7	69/84
3. Bihar	28.6	4.5	66.9	133/159
4. Gujarat	9.0	10.2	80.8	78/79
5. Jammu & Kashmir	44.8	27.6	27.6	29/31
6. Kerala	8.5	19.8	71.7	106/106
7. Madhya Pradesh	27.8	8.3	63.9	97/97
8. Madras	7.9	24.2	67.9	165/165
9. Maharashtra	10.8	10.8	78.4	166/173
10. Mysore	16.7	16.7	66.6	90/90
11. Orissa	21.7	10.9	67.4	46/48
12. Panjab	27.4	29.6	43.0	186/190
13. Rajasthan	28.3	13.5	58.2	67/67
14. Uttar Pradesh	42.0	17.7	40.3	181/
15. West Bengal	29.8	38.8	31.4	228/260
16. Delhi	55.9	29.4	14.7	34/35
17. Himachal Pradesh	8.3	16.7	75.0	12/15
18. Manipur	20.0	20.0	60.0	5/11
19. Tripura	37.5	25.0	37.5	8/9
20. Nagaland	0.0	0.0	100.0	2/3
21. Goa, Daman & Diu	0.0	30.0	70.0	10/10
22. Pondicherry	20.0	20.0	60.0	5/5
TOTAL: : INDIA	22.1	19.5	58.4	1865/1977

No. 8(b) SURVEY QUESTION : 8(b)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

TABLE; Sample Schools by Type.

States/Union Territories	Percentages					n/N
	High Schools	High/ Multi-purpose Schools	Higher/ Secondary Schools	Higher Secondary Multipurpose Schools	Post Basic Schools	
1. Andhra Pradesh	79.6	2.7	12.9	4.8	--	147/148
2. Assam	91.2	--	4.4	4.4	--	68/84
3. Bihar	50.0	25.0	14.4	10.6	--	132/159
4. Gujarat	84.4	15.6	--	--	--	77/79
5. Jammu & Kashmir	75.9	--	10.3	13.8	--	29/31
6. Kerala	96.2	2.8	--	1.0	--	106/106
7. Madhya Pradesh	1.0	--	72.2	26.8	--	97/97
8. Madras	84.1	15.9	--	--	--	164/165
9. Maharashtra	84.6	5.8	3.6	4.8	1.2	163/173
10. Mysore	70.0	20.0	8.9	1.1	--	90/90
11. Orissa	91.3	--	6.5	2.2	--	46/48
12. Punjab	62.9	--	25.3	11.3	0.5	186/190
13. Rajasthan	37.9	--	43.9	18.2	--	66/67
14. Uttar Pradesh	27.3	4.9	48.6	19.1	--	183/192
15. West Bengal	43.9	3.9	13.4	38.8	--	228/260
16. Delhi	--	--	98.1	2.9	--	34/35
17. Himachal Pradesh	40.0	--	50.0	10.0	--	10/15
18. Manipur	80.0	--	20.0	--	--	5/11
19. Tripura	37.5	12.5	37.5	12.5	--	8/9
20. Nagaland	100.0	--	--	--	--	2/3
21. Goa, Daman & Diu	80.0	10.0	--	10.0	--	10/10
22. Pondicherry	100.0	--	--	--	--	5/5
TOTAL : : INDIA	60.1	7.0	20.1	12.6	0.2	1853/1977

No. 8(c) SURVEY QUESTION : 8 (c)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Sample Schools having Residential Provisions.

No.	States/Union Territories	Day Schools	Residential Schools	Partly day & partly residential Schools.	n/N
1.	Andhra Pradesh	93.7	--	6.3	143/148
2.	Assam	67.2	--	32.8	67/84
3.	Bihar	73.1	0.8	26.1	130/159
4.	Gujarat	93.4	--	6.6	76/79
5.	Jammu & Kashmir	88.0	4.0	8.0	25/31
6.	Kerala	86.3	--	13.7	102/106
7.	Madhya Pradesh	81.1	--	18.9	90/90
8.	Madras	87.7	1.2	11.1	163/195
9.	Maharashtra	79.6	1.3	19.1	157/173
10.	Mysore	87.2	--	12.8	86/90
11.	Orissa	10.9	--	89.1	46/48
12.	Panjab	85.3	1.1	13.6	177/190
13.	Rajasthan	79.4	4.7	15.9	63/67
14.	Uttar Pradesh	86.1	--	13.9	180/192
15.	West Bengal	78.2	0.9	20.9	220/260
16.	Delhi	96.9	--	3.1	32/35
17.	Himachal Pradesh	77.8	--	22.2	9/15
18.	Manipur	60.0	20.0	20.0	5/11
19.	Tripura	62.5	--	37.5	8/9
20.	Nagaland	50.0	50.0	--	2/3
21.	Goa, Daman & Diu	66.7	--	33.3	9/10
22.	Pondicherry	100.0	--	--	5/5
	TOTAL : : INDIA	81.4	0.8	17.8	1795/197

Sl. No.	States/Union Territories	GOVERNMENT			
		Govt.	Govt. Sponsored	Govt. Subsidized	TOTAL
1.	Andhra Pradesh	10.1	0.7	-	10.8
2.	Assam	7.2	-	39.1	46.3
3.	Bihar	3.0	1.5	7.5	12.0
4.	Gujarat	11.5	-	2.6	14.1
5.	Jammu & Kashmir	79.3	-	-	79.3
6.	Kerala	25.5	-	-	25.5
7.	Madhya Pradesh	71.2	-	-	71.2
8.	Madras	5.5	8.5	1.8	15.8
9.	Maharashtra	1.2	-	7.2	8.4
10.	Mysore	15.6	-	1.1	16.7
11.	Orissa	23.9	19.6	2.2	45.7
12.	Panjab	65.0	-	2.2	67.2
13.	Rajasthan	77.6	-	-	77.6
14.	Uttar Pradesh	9.3	0.5	3.3	13.1
15.	West Bengal	3.1	1.8	8.8	13.7
16.	Delhi	65.7	-	-	65.7
17.	Himachal Pradesh	100.0	-	-	100.0
18.	Manipur	--	20.0	40.0	60.0
19.	Tripura	50.0	-	-	50.0
20.	Nagaland	50.0	-	-	50.0
21.	Goa, Daman & Diu	10.0	-	-	10.0
22.	Pondicherry	60.0	-	-	60.0
	TOTAL :: INDIA	23.0	1.7	4.7	29.4

No. : 9

SURVEY QUESTION : 9

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Sample Schools by Management.

Percentages of Schools managed by								
LOCAL BODIES								
Municipal Committee	Municipal committee	Distt. Board	Taluk Board	Zila Parishad	Panchayat Samiti	Panchayat Union	Sanitary Board	Total
4.7	-	-	-	64.9	-	-	-	69.6
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	0.9	-	-	0.9
4.1	-	-	-	-	-	-	-	4.1
3.6	-	49.7	-	-	-	-	-	53.3
2.5	-	-	-	6.0	-	-	-	3.5
6.7	3.3	1.1	6.7	-	-	3.3	1.1	22.2
-	-	-	-	-	-	2.2	-	2.2
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
0.5	0.5	-	-	-	-	-	-	1.0
0.4	-	-	-	-	-	-	-	0.4
2.9	2.9	-	-	-	-	-	-	5.8
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
1.6	0.3	0.2	0.3	5.7	0.2	0.2	0.1	8.6

No. 9

SURVEY QUESTION : 9

PRIVATE				OTHERS	$\frac{n}{N}$
Religious Missions	Educational Bodies	Proprietory Bodies	TOTAL		
6.8	5.4	3.4	15.6	4.7	148/148
2.9	2.9	39.1	44.9	8.8	69/84
3.7	3.7	34.3	41.7	45.3	134/159
1.3	83.0	-	83.3	4.2	78/79
10.3	3.4	-	13.7	7.0	29/31
40.6	14.2	14.1	68.9	4.7	106/106
3.1	14.4	1.0	18.5	6.2	97/97
13.3	21.2	1.8	36.3	4.9	165/165
4.8	83.1	0.6	88.5	1.8	166/173
8.9	47.8	-	56.7	4.4	90/90
4.3	2.2	13.0	19.5	32.6	46/48
10.8	15.6	0.6	26.9	5.9	186/190
-	22.4	-	22.4	-	67/67
7.1	73.2	4.4	84.7	1.2	183/192
3.1	2.6	28.1	33.8	52.1	228/260
-	20.0	-	20.0	5.8	35/35
-	-	-	-	-	12/15
20.0	20.0	20.0	60.0	-	5/11
12.5	-	-	12.5	37.5	8/9
50.0	-	-	50.0	-	2/3
10.0	50.0	20.0	80.0	10.0	10/10
20.0	-	20.0	40.0	-	5/5
8.1	28.0	9.7	45.8	16.2	1869/1977

No. 9(c)(i)

SURVEY QUESTION: 9(c)(i)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Religious Missions managing Secondary Schools

Sl.No.	States/Union Territories	Religious Missions
1.	Andhra Pradesh	Christian Missions.
2.	Assam	-
3.	Bihar	Christian Missions and Rama Krishna Missions
4.	Gujarat	-
5.	Jammu & Kashmir	Catholic Mission, United Church of North India and Arya Samaj.
6.	Kerala	Shri Rama Krishna Mission, Christian Missions, etc.
7.	Madhya Pradesh	Christian Mission
8.	Madras	Missionary Societies and Lutheran Churc
9.	Maharashtra	Christian Churches and Jain Sabhas
10.	Mysore	-
11.	Orissa	-
12.	Panjab	Sikh/Khalsa Missions, Jain Samaj, Arya Saman, Dev Samaj, Sanatan Dharam and Christian Missions.
13.	Rajsthan	-
14.	Uttar Pradesh	-
15.	West Bengal	Christian Missions
16.	Delhi	-
17.	Himachal Pradesh	-
18.	Manipur	Indi-Burma Pioneer Mission
19.	Tripura	-
20.	Nagaland	Bapdist Missions
21.	Goa, Daman & Diu	Christian Missions
22.	Pondicherry	Christian Missions.

No. 9(c)(ii) SURVEY QUESTION: 9(c)(ii)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Educational Societies/Trusts managing secondary schools

Sl.No.	States/Union Territories	Educational Societies/Trusts
1.	Andhra Pradesh	Educational Societies, Samities and Trusts
2.	Assam	Educational Samities
3.	Bihar	Educational Committees and Trusts
4.	Gujarat	Educational Trusts, School Mandals, Shiksha Samities, Educational Societies and Vidya Sabhas
5.	Jammu & Kashmir	-
6.	Kerala	Educational Societies and Trusts
7.	Madhya Pradesh	Shiksha Samities, Educational Trusts, Educational Societies and Shiksha Mandals
8.	Madras	Educational Trusts, Educational Societies, Schools Committees and Sangams
9.	Maharashtra	Educational Societies, Vidya Vikas Mandals, Educational Trusts, Shikshan Sanstha, Vidya Sabhas and Shikshan Samities
10.	Mysore	Educational Societies, Educational Trusts, Vidya Samities, Vidyapeeths and Vidya Sanghs
11.	Orissa	-
12.	Punjab	DAV. Managing Committee, Sanatan Dharam Sabha, Guru Nanak Education Trust, Hariyana Educational Society, etc.
13.	Rajasthan	Arya Samaj Education Society, Charitable Trust, Shikshan Sanghs, Mahila Sanghs, Vidya Samities and Vidyapeetsh
14.	Uttar Pradesh	Educational Trusts, Vidya Mandir Sabhas, Shiksha Parcharni Sabhas, Vidyalaya Association, Shiksha Sanghs, Vidya Samities, Educational Societies, School Parishads, Shiksha Mandals and Vidya Mandirs.
15.	West Bengal	Shiksha Parishad and Vidya Sabhas
16.	Delhi	Arya Shiksha Samiti, Jain Shiksha Bhavan, Ramjas College Society, Salwan Education Trust, etc.
17.	Himachal Pradesh	-
18.	Manipur	Educational Societies
19.	Tripura	-
20.	Nagaland	-
21.	Goa, Daman & Diu	School Trusts and Educational Societies
22.	Pondicherry	-

No. 9(c)(iii) SURVEY QUESTION: 9(c)(iii)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Proprietory Bodies Managing Secondary Schools

Sl.No.	States/Union Territories	Proprietory Bodies
1.	Andhra Pradesh	-
2.	Assam	Local Managing Committees approved by the Government.
3.	Bihar	-
4.	Gujarat	-
5.	Jammu & Kashmir	-
6.	Kerala	-
7.	Madhya Pradesh	-
8.	Madfas	School Trusts and managements
9.	Maharashtra	-
10.	Mysore	-
11.	Orissa	Local Managing Committees
12.	Punjab	-
13	Rajasthan	-
14,	Uttar Pradesh	Private Managing Committees.
15.	West Bengal	-
16.	Delhi	-
17.	Himachal Pradesh	-
18.	Manipur	School Managing Committees
19.	Tripura	-
20.	Nagaland	-
21.	Goa, Daman & Diu	-
22.	Pondicherry	-

No. 9(d)

SURVEY QUESTION: 9(d)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Other Educational Bodies Managing Secondary Schools

Sl.No.	States/Union Territories	Other Educational Bodies
1.	Andhra Pradesh	Educational Committees and Social Service League
2.	Assam	-
3.	Bihar	Local Public Managements, Local Managing Committees and Private Managing Committees.
4.	Gujarat	-
5.	Jammu & Kashmir	School Managing Committees
6.	Kerala	-
7.	Madhya Pradesh	-
8.	Madras	Welfare Organizations
9.	Maharashtra	Individual Organizations for Welfare
10.	Mysore	Private Managing Committees
11.	Orissa	Local Managing Committees
12.	Punjab	Local Management and Registered Bodies to manage the schools.
13.	Rajasthan	-
14.	Uttar Pradesh	Individuals running the institutions
15.	West Bengal	Managing Committees and Local Managements
16.	Delhi	School Managing Committees
17.	Himachal Pradesh	-
18.	Manipur	-
19.	Uttar Pradesh	Local Managing Committees.
20.	Nagaland	-
21.	Goa, Daman & Diu	-
22.	Pondicherry	-

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No. 10

SURVEY QUESTION : 10

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Aided Private (Sample) Schools.

Sl.No.	States/Union Territories	Percentage of Private Schools		n/N
		Aided	Unaided	
1.	Andhra Pradesh	95.9	4.1	49/148
2.	Assam	85.7	14.3	42/84
3.	Bihar	84.9	15.1	119/153
4.	Gujarat	98.5	1.5	66/84
5.	Jammu & Kashmir	100.0	0.0	5/31
6.	Kerala	97.5	2.5	79/106
7,	Madhya Pradesh	95.7	4.3	23/97
8.	Madras	97.2	2.8	71/165
9.	Maharashtra	98.0	2.0	152/173
10.	Mysore	98.3	2.0	152/173
11.	Orissa	66.7	33.3	24/46
12.	Panjab	84.1	15.9	63/190
13.	Rajasthan	100.0	0.0	15/67
14.	Uttar Pradesh	97.6	2.4	164/192
15.	West Bengal	96.7	2.4	215/228
16.	Delhi	100.0	0.0	9/35
17.	Himachal Pradesh	--	--	0/15
18.	Manipur	80.0	20.0	5/11
19.	Tripura	100.0	0.0	3/9
20.	Nagaland	100.0	0.0	1/2
21.	Goa, Daman & Diu	77.8	22.2	9/10
22.	Pondicherry	100.0	0.0	2/5
	TOTAL :: INDIA	94.2	5.8	1180/1977

No. 11 SURVEY QUESTION : 11

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Month of Commencement of the School year.

Sl.No.	States/Union Territories	Percentage of Schools Commencing the academic year in							n N
		January	February	March	April	May	June	July	
1.	Andhra Pradesh	1.3	--	--	--	--	98.0	0.7	148/148
2.	Assam	94.2	5.8	--	--	--	--	--	69/84
3.	Bihar	99.2	5.8	--	--	--	--	--	132/159
4.	Gujarat	--	--	--	--	--	100.0	--	78/79
5.	Jammu & Kashmir	--	--	--	100.0	—	--	--	29/31
6.	Kerala	1.9	--	--	--	--	98.1	--	106/106
7.	Madhya Pradesh	--	--	--	--	1.0	1.0	98.0	97/97
8.	Madras	--	--	--	--	0.6	98.8	0.6	165/165
9.	Maharashtra	--	--	--	0.6	1.2	90.4	7.8	166/173
10.	Mysore	1.0	--	--	--	1.1	97.8	--	90/90
11.	Orissa	--	--	--	--	--	100.0	--	46/48
12.	Panjab	--	--	0.5	99.5	--	--	--	186/190
13.	Rajasthan	1.5	--	--	--	--	--	98.5	67/67
14.	Uttar Pradesh	--	--	--	--	0.5	--	99.5	183/192
15.	West Bengal	99.6	--	--	0.4	--	--	--	228/260
16.	Delhi	--	--	--	--	91.2	--	8.8	34/35
17.	Himachal Pradesh	--	--	25.0	75.0	--	--	--	12/15
18.	Manipur	--	20.0	80.0	--	--	--	--	5/11
19.	Tripura	100.0	--	--	--	--	--	--	8/9
20.	Nagaland	--	100.0	--	--	--	--	--	2/3
21.	Goa, Daman & Diu	--	--	--	--	--	100.0	--	10/10
22.	Pondicherry	--	--	--	--	--	100.0	--	5/5
	TOTAL : : INDIA	23.4	0.4	0.4	11.9	2.0	42.6	19.3	1867/1977

No. 12(a)

SURVEY QUESTION : 12 (a)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Total number of working days in the Sample Schools during 1962-63.

Sl.No.	States/Union Territories	Percentage of Schools having working days					n/N
		less than 150	between 150 and 174	between 175 and 199	between 200 and 224	225 and above	
1.	Andhra Pradesh	--	--	1.3	96.3	3.4	148/148
2.	Assam	--	--	3.0	46.3	50.7	67/84
3.	Bihar	--	0.8	1.5	50.8	47.0	[illegible]
4.	Gujarat	--	--	1.3	42.3	56.4	78/79
5.	Jammu & Kashmir	--	--	3.7	40.7	55.6	27/31
6.	Kerala	--	--	13.2	86.8	--	106/106
7.	Madhya Pradesh	--	3.1	4.2	80.2	12.5	96/97
8.	Madras	--	--	--	100.0	--	164/165
9.	Maharashtra	--	0.6	4.3	24.7	70.4	162/173
10.	Mysore	--	1.1	10.3	85.1	3.5	87/90
11.	Orissa	--	--	2.2	28.3	69.5	46/48
12.	Panjab	--	--	1.6	31.7	66.7	180/190
13.	Rajasthan	--	--	--	11.9	88.1	67/67
14.	Uttar Pradesh	--	--	7.3	63.7	29.0	179/192
15.	West Bengal	0.5	--	5.8	67.4	26.3	224/260
16.	Delhi	--	3.0	6.1	84.8	6.1	33/35
17.	Himachal Pradesh	--	--	--	58.3	41.7	12/15
18.	Manipur	--	--	20.0	20.0	60.0	5/11
19.	Tripura	--	--	--	--	100.0	8/9
20.	Nagaland	--	--	--	50.0	50.0	2/3
21.	Goa, Damand & Diu	--	11.1	33.3	33.3	22.2	9/10
22.	Pondicherry	--	--	20.0	80.0	--	5/5
TOTAL ::	INDIA	0.1	0.4	4.3	60.8	34.4	1837/1977

No. 12(b) SURVEY QUESTION : 12(b)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Actual number of Teaching Days in the Sample Schools during 1962-63.

Sl.No.	States/Union Territories	Percentage of Schools having teaching days					n N
		less than 150	between 150 and 174	between 175 and 199	between 200 and 224	225 and above	
1.	Andhra Pradesh	1.4	16.9	62.1	17.6	2.0	148/148
2.	Assam	1.5	16.4	31.3	46.3	4.5	67/84
3.	Bihar	5.4	23.8	33.1	33.1	4.6	130/159
4.	Gujarat	--	9.0	50.0	37.2	3.8	78/79
5.	Jammu & Kashmir	--	11.1	48.1	29.6	11.1	27/31
6.	Kerala	--	7.5	85.8	6.6	--	106/106
7.	Madhya Pradesh	4.2	33.3	36.5	26.0	--	96/97
8.	Madras	1.2	10.4	78.0	10.4	--	164/165
9.	Maharashtra	0.6	5.0	37.3	42.9	14.3	161/173
10.	Mysore	4.5	22.7	54.6	17.0	1.1	88/90
11.	Orissa	2.2	14.6	58.7	19.6	--	46/48
12.	Panjab	0.6	5.5	29.8	46.4	17.6	181/190
13.	Rajasthan	--	3.0	23.9	65.2	17.9	67/67
14.	Uttar Pradesh	5.6	25.1	36.3	30.2	2.8	179/192
15.	West Bengal	2.2	17.0	52.5	23.3	4.9	223/260
16.	Delhi	3.0	24.2	33.3	39.4	--	33/35
17.	Himachal Pradesh	--	18.2	9.1	54.5	18.2	11/15
18.	Manipur	--	--	60.0	20.0	20.0	5/11
19.	Tripura	--	--	25.0	62.5	12.5	8/9
20.	Nagaland	--	--	--	50.0	50.0	2/3
21.	Goa, Daman & Diu	--	44.4	22.2	22.2	11.1	9/10
22.	Pondicherry	--	--	80.0	20.0	--	5/5
	TOTAL: INDIA	2.1	15.3	47.5	29.2	5.9	1834/1977

No.13

SURVEY QUESTION 13

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Number of Teaching Days per week in Sample Schools

S.No.	States/Union Territories	Percentage of Schools having teaching days per week as			n/N
		5 days	5½ days	6 days	
1.	Andhra Pradesh	0.7	93.3	6.0	148/148
2.	Assam	1.5	91.2	7.3	68/84
3.	Bihar	1.5	96.2	2.3	133/159
4.	Gujarat	--	96.1	3.9	77/79
5.	Jammu & Kashmir	--	89.3	10.7	28/31
6.	Kerala	97.2	1.9	0.9	106/106
7.	Madhya Pradesh	2.1	59.8	38.1	97/97
8.	Madras	94.5	2.4	3.1	164/165
9.	Maharashtra	1.8	87.4	10.8	166/173
10.	Mysore	1.1	96.7	2.2	90/90
11.	Orissa	--	93.5	6.5	46/48
12.	Panjab	0.5	20.4	79.0	186/190
13.	Rajasthan	1.5	37.3	61.2	67/67
14.	Uttar Pradesh	--	5.5	94.5	183/192
15.	West Bengal	0.4	83.5	16.1	228/260
16.	Delhi	2.9	2.9	94.1	34/35
17.	Himachal Pradesh	--	75.0	25.0	12/15
18.	Manipur	20.0	60.0	20.0	5/11
19.	Tripura	--	75.0	25.0	8/9
20.	Nagaland	50.0	50.0	--	2/3
21.	Goa, Daman & Diu	10.0	30.0	60.0	10/10
22.	Pondicherry	80.0	20.0	--	5/5
	TOTAL :: INDIA	15.0	56.5	28.4	1863/1977

No. 14(i) SURVEY QUESTION : 14(i)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Number of School Periods in the Time-Table for full teaching day.

S.No.	States/Union Territories	Percentage of Schools having periods (on full teaching day):							n/N
		5	6	7	8	9	10	11	
1.	Andhra Pradesh	--	--	96.4	4.0	--	--	--	148/148
2.	Assam	--	2.9	46.4	49.3	--	--	1.4	69/84
3.	Bihar	0.8	--	46.6	47.4	0.8	--	4.5	133/159
4.	Gujarat	--	--	1.3	89.7	6.4	--	2.6	78/79
5.	Jammu & Kashmir	--	--	--	3.6	53.6	42.8	--	28/31
6.	Kerala	1.0	1.0	96.2	1.8	--	--	--	105/106
7.	Madhya Pradesh	--	1.0	13.4	70.1	15.5	--	--	97/97
8.	Madras	--	--	93.3	6.7	-	-	-	165/165
9.	Maharashtra	6.1	--	16.4	64.2	7.9	1.2	4.2	165/173
10.	Mysore	--	1.1	90.1	7.8	1.1	-	-	90/90
11.	Orissa	--	--	56.5	43.5	-	--	-	46/48
12.	Panjab	--	--	-	85.5	10.2	--	4.3	186/190
13.	Rajasthan	--	--	3.0	88.0	9.0	--	-	67/67
14.	Uttar Pradesh	--	--	12.0	82.0	4.9	0.5	0.5	183/192
15.	West Bengal	0.4	1.8	62.7	30.3	1.8	--	3.1	228/260
16.	Delhi	--	--	--	47.1	44.1	8.8	-	34/35
17.	Himachal Pradesh	--	--	--	50.0	50.0	--	--	12/15
18.	Manipur	--	40.0	40.0	--	--	--	20.0	5/11
19.	Tripura	12.5	--	75.0	12.5	--	--	--	8/9
20.	Nagaland	--	--	50.0	--	--	--	50.0	2/3
21.	Goa, Daman & Diu	-	--	60.0	40.0	--	--	--	10/10
22.	Pondicherry	20.0	--	20.0	60.0	--	--	--	5/5
	TOTAL :: INDIA	0.8	0.6	44.1	45.9	5.8	1.0	1.8	1864/1977

No. 14 (ii) SURVEY QUESTION : 14(ii)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Number of School Periods in the Time-Table for half teaching day.

S.No.	States/Union Territories	Percentage of Schools having periods (on half teaching day):						n/N
		3	4	5	6	7	8	
1.	Andhra Pradesh	-	100.0	-	-	-	-	143/148
2.	Assam	4.5	87.9	7.6	-	-	-	66/84
3.	Bihar	-	62.4	36.0	1.6	-	-	125/159
4.	Gujarat	-	-	93.4	5.3	1.3	-	75/77
5.	Jammu & Kashmir	-	10.3	82.8	6.9	-	-	29/31
6.	Kerala	3.0	88.2	8.8	-	-	-	34/106
7.	Madhya Pradesh	1.3	68.4	29.0	1.3	-	-	76/97
8.	Madras	-	90.2	9.8	-	-	-	71/165
9.	Maharashtra	2.0	23.5	71.1	3.4	-	-	149/173
10.	Mysore	65.6	25.5	7.8	1.1	-	-	90/90
11.	Orissa	-	60.0	33.3	6.7	-	-	45/48
12.	Panjab	-	6.5	85.7	7.8	-	-	77/190
13.	Rajasthan	-	78.4	17.6	2.0	-	2.0	51/67
14.	Uttar Pradesh	2.2	79.7	15.2	0.7	0.7	1.4	138/192
15.	West Bengal	2.0	62.8	33.2	1.0	1.0	-	202/260
16.	Delhi	-	20.0	60.0	20.0	-	-	15/35
17.	Himachal Pradesh	-	50.0	50.0	-	-	-	10/16
18.	Manipur	50.0	50.0	-	-	-	-	2/11
19	Tripura	-	71.4	14.3	14.3	-	-	7/9
20.	Nagaland	-	100.0	-	-	-	-	1/3
21.	Goa, Daman & Diu	-	60.0	40.0	-	-	-	5/10
22.	Pondicherry		33.3	66.7	-	-	-	3/5
	TOTAL::INDIA	5.4	57.6	34.2	2.3	0.3	0.2	1414/1977

No.15 SURVEY QUESTION : 15

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Sample Schools working in Shifts.

S.No.	States/Union Territories	Percentage of Schools working in			n/N
		Single Shift	Double Shift	Triple Shift	
1.	Andhra Pradesh	98.6	1.4	-	148/148
2.	Assam	98.6	1.4	-	69/84
3.	Bihar	95.5	4.5	-	132/159
4.	Gujarat	82.1	17.9	-	78/79
5.	Jammu & Kashmir	96.6	3.4	-	29/31
6.	Kerala	99.0	1.0	-	105/106
7.	Madhya Pradesh	56.7	43.3	-	97/97
8.	Madras	100.0	-	-	163/165
9.	Maharashtra	70.6	29.4	-	163/173
10.	Mysore	86.7	13.3	-	90/90
11.	Orissa	97.8	2.2	-	46/48
12.	Panjab	96.2	3.8	-	185/190
13.	Rajasthan	86.4	12.1	1.5	66/67
14.	Uttar Pradesh	91.8	8.2	-	183/192
15.	West Bengal	96.5	3.1	0.4	228/260
16.	Delhi	76.5	23.5	-	34/35
17.	Himchal Pradesh	100.0	-	-	12/15
18.	Manipur	100.0	-	-	5/11
19.	Tripua	100.0	-	-	8/9
20.	Nagaland	100.0	-	-	2/3
21.	Goa, Daman & Diu	70.0	30.0	-	10/10
22.	Pondicherry	100.0	-	-	5/5
	TOTAL :: INDIA	90.4	9.5	0.1	1859/1977

SURVEY QUESTION: 15(a)

Shift	Season Routine/Summer Changed/Winter	Opening/Closing Hours				
			5.00-5.59	6.00-6.59	7.00-7.59	8.00-8.59
Single Shift	Summer	Opening	-	0.7	8.2	29.5
		Closing	-	-	-	-
	Winter	Opening	-	-	13.7	13.0
		Closing	-	-	-	-
Double Shift (First)	Summer	Opening	-	--	-	50.0
		Closing	-	-	-	-
	Winter	Opening	-	-	50.0	-
		Closing	-	-	-	-
Double Shift (Second)	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Single Shift	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Double Shift (First)	Summer	Opening	-	-	100.0	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Double Shift (Second)	Summer	Opening	-	-	-	-
		Closing	-	--	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-

SURVEY QUESTION : 15(a)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Working Hours in Sample Schools

Percentage of Schools.							
9.00- 9.59	10.00- 10.59	11.00- 11.59	12.00- 12.59	13.00- 13.59	14.00- 14.59	15.00- 15.59	16.00- 16.59
ANDHRA PRADESH							
11.6	50.0	--	--	--	--	--	--
--	--	6.2	24.7	2.7	--	--	63.7
8.2	43.8	--	--	--	--	--	--
--	0.7	9.6	41.7	1.4	--	2.1	44.5
50.0	--	--	--	--	--	--	--
--	--	--	--	100.0	--	--	--
50.0	--	--	--	--	--	--	--
--	50.0	--	--	50.0	--	--	--
--	--	--	--	100.0	--	--	--
--	--	--	--	--	--	--	50.0
--	50.0	--	--	50.0	--	--	--
--	--	--	--	50.0	--	--	50.0
ASSAM							
1.5	86.7	11.8	--	--	--	--	--
--	--	--	--	--	--	76.5	23.5
--	41.2	4.4	--	--	--	--	--
--	--	--	--	1.5	2.9	30.9	8.0
--	--	--	--	--	--	--	--
--	100.0	--	--	--	--	--	--
--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--
--	--	100.0	--	--	--	--	--
--	--	--	--	--	--	--	100.0
--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--

SURVEY QUESTION : 15 (a) : 34 : (3)

17.00- 17.59	18.00- 18.59	19.00- 19.59	[illegible]	21.00- 21.59	22.00- 22.59	% of Reporting schools	% of non-reporting schools	n
--	--	--		--	--	100.0	--	146
2.7	--	--		--	--	100.0	--	146
--	--	--		--	--	78.7	21.3	146
--	--	--		--	--	100.0	-.	146
--	--	--		--	--	100.0	--	2
--	--	--		--	--	100.0	--	2
--	--	--		--	--	100.0	--	2
--	--	--		--	--	100.0	--	2
--	--	--		--	--	100.0	--	2
50.0	--	--		--	--	100.0	--	2
--	--	--		--	--	100.0	--	2
--	--	--		--	--	100.0	--	68
--	--	--		--	--	100.0	--	68
--	--	--		--	--	100.0	--	68
--	--	--		--	--	44.6	54.4	68
--	--	--		--	--	44.1	55.9	68
--	--	--		--	--	100.0	--	1
--	--	--		--	--	100.0	--	1
--	--	--		--	--	--	100.0	1
--	--	--		--	--	--	100.0	1
--	--	--		--	--	100.0	--	1
--	--	--		--	--	100.0	--	1
--	--	--		--	--	--	100.0	1
--	--	--		--	--	--	100.0	1

			5	6	7	8
Single Shift	Summer	Opening	--	78.6	11.9	--
		Closing	--	--	--	--
	Winter	Opening	--	3.2	2.4	0.8
		Closing	--	--	--	--
Double Shift (First)	Summer	Opening	--	100.0	--	--
		Closing	--	--	--	--
	Winter	Opening	--	50.0	50.0	--
		Closing	--	--	--	--
Double Shift (Second)	Summer	Opening	--	33.3	--	--
		Closing	--	--	--	--
	Winter	Opening	--	16.7	--	--
		Closing	--	--	--	--
Single Shift	Summer	Opening	--	6.3	21.9	3.1.
		Closing	--	--	--	--
	Winter	Opening	--	3.1	26.6	4.7
		Closing	--	--	--	--
Double Shift (First)	Summer	Opening	--	--	85.7	7.1
		Closing	--	--	--	--
	Winter	Opening	--	--	50.0	21.4
		Closing	--	--	--	--
Double Shift (Second)	Summer	Opening	--	--	7.1	--
		Closing	--	--	--	--
	Winter	Opening	--	--	--	--
		Closing	--	--	--	--

9-	10-	11-	12-	13-	14-	15-	16-	17-
				BIHAR.				
--	7.9	1.6	--	--	--	--	--	--
--	15.1	73.8	1.6	--	--	0.8	8.7	--
0.8	85.7	4.0	--	--	--	--	--	--
--	--	5.6	--	--	--	--	91.3	--
--	--	--	--	--	--	--	--	--
--	33.3	66.7	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--
--	16.7	66.7	16.6	--	--	--	--	--
--	16.7	50.0	--	--	--	--	--	--
--	16.7	16.7	--	--	--	--	66.6	--
--	16.7	66.6	--	--	--	--	--	--
--	16.7	--	--	--	--	--	66.7	16.7
--				GUJARAT				
--	32.8	34.4	--	--	--	--	--	--
--	--	20.3	--	1.6	--	--	4.7	64.1
--	21.9	31.2	--	--	--	--	--	--
--	1.6	21.9	--	--	1.6	--	1.6	50.0
--	--	--	--	--	--	--	--	--
--	--	14.3	7.1	--	--	--	--	--
--	--	--	--	--	--	--	--	--
--	--	7.1	28.6	--	--	--	--	--
--	--	--	--	7.1	--	--	--	--
--	--	--	--	--	--	--	--	71.4
--	--	--	35.7	7.1	--	--	--	--
--	--	--	--	--	--	--	--	57.1

18-	19-	21-	22-			
--	--	--	--	100.0	--	126
--	--	--	--	100.0	--	126
--	--	--	--	96.9	3.1	126
--	--	--	--	96.9	3.1	126
--	--	--	--	100.0	--	6
--	--	--	--	100.0	--	6
--	--	--	--	100.0	--	6
--	--	--	--	100.0	--	6
--	--	--	--	100.0	--	6
--	--	--	--	100.0	--	6
--	--	--	--	100.0	--	6
--	--	--	--	100.0	--	6
--	--	--	--	98.5	1.5	64
--	--	--	--	90.7	9.3	64
--	--	--	--	87.5	12.5	64
--	--	--	--	76.7	23.3	64
--	--	--	--	92.8	7.2	14
--	--	--	--	21.4	78.6	14
--	--	--	--	71.4	28.6	14
--	--	--	--	35.7	64.3	14
--	--	--	--	14.2	85.8	14
21.4	--	--	--	92.8	7.2	14
--	--	--	--	42.8	57.2	14
7.1	--	--	--	64.2	35.8	14

			5-	6-	7-	8-
Single Shift	Summer	Opening	--	--	25.0	7.1
		Closing	--	--	--	--
	Winter	Opening	--	--	--	--
		Closing	--	--	--	--
Double Shift (First)	Summer	Opening	--	--	100.0	--
		Closing	--	--	--	--
	Winter	Opening	--	--	--	100.0
		Closing	--	--	--	--
Double Shift (Second)	Summer	Opening	--	--	--	--
		Closing	--	--	--	--
	Winter	Opening	--	--	--	--
		Closing	--	--	--	--
Single Shift	Summer	Opening	--	--	--	--
		Closing	--	--	--	--
	Winter	Opening	--	--	--	--
		Closing	--	--	--	--
Double Shift (First)	Summer	Opening	--	--	--	100.0
		Closing	--	--	--	--
	Winter	Opening	--	--	--	--
		Closing	--	--	--	--
Double Shift (Second)	Summer	Opening	--	--	--	--
		Closing	--	--	--	--
	Winter	Opening	--	--	--	--
		Closing	--	--	--	--

9-	10-	11-	12-	13-	14-	15-	16	17-
				JAMMU & KASHMIR				
--	67.9	--	--	--	--	--	--	--
--	--	--	17.8	14.3	--	--	67.9	--
--	35.7	64.3	--	--	--	--	--	--
--	--	--	--	--	--	--	100.0	--
--	--	--	--	--	--	--	--	--
--	--	--	--	100.0	--	--	--	--
--	--	--	--	--	--	--	--	--
--	--	--	--	100.0	--	--	--	--
--	100.0	--	--	--	--	--	--	--
--	--	--	--	--	--	--	100.0	--
--	--	100.0	--	--	--	--	--	--
--	--	--	--	--	--	--	100.0	--
				KERALA				
5.8	93.3	--	--	--	--	--	--	--
--	--	--	--	--	--	3.8	95.2	--
1.0	30.8	--	--	--	--	--	--	--
--	--	--	--	--	--	--	31.8	--
--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	100.0
--	--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--

18	19	21	22			
--	--	--	--	100.0	--	28
--	--	--	--	100.0	--	28
--	--	--	--	100.0	--	28
--	--	--	--	100.0	--	28
--	--	--	--	100.0	--	1
--	--	--	--	100.0	--	1
--	--	--	--	100.0	--	1
--	--	--	--	100.0	--	1
--	--	--	--	100.0	--	1
--	--	--	--	100.0	--	1
--	--	--	--	100.0	--	1
--	--	--	--	100.0	--	1
--	--	--	--	99.1	0.9	104
--	--	--	--	99.0	1.0	104
--	--	--	--	31.8	68.2	104
--	--	--	--	31.8	68.2	104
--	--	--	--	100.0	--	1
--	--	--	--	--	100.0	1
--	--	--	--	--	100.0	1
--	--	--	--	--	100.0	1
--	--	--	--	--	100.0	1
--	--	--	--	100.0	--	1
--	--	--	--	--	100.0	1
--	--	--	--	--	100.0	1

			5-	6-	7 -	8-
Single Shift	Summer	Opening	--	3.6	49.1	--
		Closing	--	--	--	--
	Winter	Opening	--	--	9.1	9.1
		Closing	--	--	--	--
Double Shift (First)	Summer	Opening	--	7.1	90.5	90.5
		Closing	--	--	--	--
	Winter	Opening	--	2.4	69.0	69.0
		Closing	--	--	--	--
Double Shift (Second)	Summer	Opening	--	--	--	--
		Closing	--	--	--	--
	Winter	Opening	--	--	--	--
		Closing	--	--	--	--
Single Shift	Summer	Opening	--	--	--	--
		Closing	--	--	--	--
	Winter	Opening	--	--	--	--
		Closing	--	--	--	--
Single Shift	Summer	Opening	--	--	14.0	10.3
		Closing	--	--	--	--
	Winter	Opening	--	--	24.6	5.3
		Closing	--	--	--	--
Double Shift (First)	Summer	Opening	--	10.2	83.7	2.0
		Closing	--	--	--	--
	Winter	Opening	--	4.1	59.2	4.1
		Closing	--	--	--	--
Double Shift (Second)	Summer	Opening	--	--	4.1	[illegible]
		Closing	--	--	--	--
	Winter	Opening	--	--	2.0	--
		Closing	--	--	--	--

9-	10-	11-	12-	13-	14-	15-	16-	17-
					MADHYA PRADESH			
--	12.7	32.7	--	--	--	--	--	--
--	1.8	29.1	--	7.3	--	--	18.2	29.1
--	30.9	45.5	--	--	--	--	--	--
--	--	7.3	--	--	--	--	36.4	41.8
--	--	--	--	--	--	--	--	--
--	9.5	71.4	--	--	--	--	--	--
--	--	--	--	--	--	--	--	--
--	4.8	57.1	14.3	--	--	--	--	--
--	2.4	65.9	4.9	--	--	--	--	--
--	--	--	--	--	2.4	--	24.4	65.9
--	--	43.9	19.5	--	--	--	--	--
--	--	[illegible]	[illegible]	--	--	--	24.4	56.1
					MADRAS			
38.7	60.7	--	--	--	--	--	--	--
--	[illegible]	--	0.7	1.2	--	1.2	95.7	1.2
3.7	23.9	--	--	--	--	--	--	--
--	--	--	--	--	--	--	27.6	--
					MAHARASHTRA			
2.6	17.5	41.2	--	--	--	--	--	--
--	0.9	13.2	--	2.6	--	3.5	16.7	43.0
1.8	8.8	21.9	--	--	--	--	--	--
--	--	20.2	--	0.9	0.9	0.9	12.3	19.3
--	--	2.0	--	--	--	--	--	--
--	4.1	55.1	2.0	--	--	--	--	--
--	--	2.0	--	--	--	--	--	--
--	4.1	34.7	4.1	--	--	--	--	--
--	8.2	38.7	[illegible]	2.0	--	--	--	--
--	--	--	--	6.1	--	--	4.1	71.4
--	6.1	28.6	26.5	--	--	--	--	--
--	--	2.0	26.5	2.0	4.1	--	8.2	49.0

18-	19-	21-	22			
--	--	--	--	98.1	1.9	55
--	--	--	--	85.5	14.5	55
--	--	--	--	87.3	12.7	55
--	--	--	--	85.5	14.5	55
--	--	--	--	97.6	2.4	42
--	--	--	--	80.9	19.1	42
--	--	--	--	85.7	14.3	42
--	--	--	--	76,2	23.8	42
--	--	--	--	73.2	26.8	42
2.4	--	--	--	95.1	4.9	41
--	--	--	--	63.4	36.6	41
--	--	--	--	80.5	19.5	41
--	--	--	--	100.0	--	163
--	--	--	--	100.0	--	163
--	--	--	--	27.6	72 4	163
--	--	--	--	27.6	72.4	163
0.9	12.3	--	--	99.0	1.0	114
--	--	8.8	1.8	90.5	9.5	114
--	5.3	--	--	67.7	32.3	114
--	--	4.4	--	58.9	41.1	114
--	--	--	--	97.9	2.1	49
--	--	--	--	61.2	38.8	49
--	--	--	--	69.4	30.6	49
--	--	2.0	2.0	46.9	53.1	49
--	--	--	--	59.1	40.9	49
14.3	--	--	--	95.9	4.1.	49
2.0	--	--	--	65.2	34.8	49
8.2	--	--	--	100.0	--	49

			5	6	7	8
Single Shift	Summer	Opening	-	-	-	1.3
		Closing	-	-	-	-
	Winter	Opening	-	-	1.3	-
		Closing	-	-	-	-
Double Shift (First)	Summer	Opening	-	-	91.7	8.3
		Closing	-	-	-	-
	Winter	Opening	-	-	8.3	-
		Closing	-	-	-	-
Double Shift (Second)	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Single Shift	Summer	Opening	-	80.0	13.3	-
		Closing	-	-	-	-
	Winter	Opening	-	-	2.2	-
		Closing	-	-	100.0	-
Double Shift (First)	Summer	Opening	-=	-	-	-
		Closing	-	-	100.0	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Double Shift (Second)	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-

9	10	11	12	13	14	15	16	17
				MYSORE				
12.8	34.6	46.2	-	-	-	-	-	-
-	-	-	-	-	-	1.3	38.5	60.2
-	6.4	3.8	-	-	-	-	-	-
-	-	1.3	-	-	-	-	5.1	5.1
-	-	-	-	-	-	-	-	-
-	-	91.7	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	8.3	-	-	-	-	-	-
-	-	33.3	66.7	-	-	-	-	-
-	-	-	-	-	-	-	7.1	85.8
-	-	-	91.7	-	-	-	-	-
-	-	-	-	-	-	-	-	8.3
				ORISSA				
-	6.7	-	-	-	-	-	-	-
-	2.2	88.9	2.3	-	-	2.2	4.4	-
2.2	93.3	-	-	-	-	-	-	-
-	-	2.2	-	-	-	-	95.5	-
-	-	-	-	-	-	-	-	-
-	-	100.0	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	100.0	-	-	-	-	-	-
-	-	100.0	-	-	-	-	-	-
-	-	-	-	-	-	-	100.0	-
-	-	100.0	-	-	-	-	-	-
-	-	-	-	-	-	-	100.0	-

18	19	21	22			
-	-	-	-	94.9	5.1	78
-	-	-	-	100.0	-	78
-	-	-	-	11.5	88.5	78
-	-	-	-	11.5	88.5	78
-	-	-	-	100.0	-	12
-	-	-	-	91.7	8.3	12
-	-	-	-	8.3	91.7	12
-	-	-	-	8.3	91.7	12
-	-	-	-	100.0	-	12
7.1	-	-	-	100.0	-	12
-	-	-	-	91.7	8.3	12
-	-	-	-	8.3	91.7	12
-	-	-	-	100.0	-	45
-	-	-	-	100.0	-	45
-	-	-	-	97.7	2.3	45
-	-	-	-	97.7	2.3	45
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1

			5-	6-	7-	8-
Single Shift	Summer	Opening	-	0.6	95.5	1.1
		Closing	-	-	-	-
	Winter	Opening	-	-	-	0.6
		Closing	-	-	-	-
Double Shift (First)	Summer	Opening	-	85.7	14.3	-
		Closing	-	-	-	-
	Winter	Opening	-	-	100.00	-
		Closing	-	-	-	-
Double Shift (Second)	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Single Shift	Summer	Opening	-	29.8	61.4	-
		Closing	-	-	-	-
	Winter	Opening	-	1.8	5.3	-
		Closing	-	-	-	-
Double Shift (First)	Summer	Opening	-	22.2	77.8	-
		Closing	-	-	-	-
	Winter	Opening	-	-	66.7	11.1
		Closing	-	-	-	-
Double Shift (Second)	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Triple Shift (First)	Summer	Opening	-	-	100.0	-
		Closing	-	-	-	-
	Winter	Opening	-	-	100.0	-
		Closing	-	-	-	-

9-	10-	11-	12-	13-	14-	15-	16-	17-
				PUNJAB				
1.7	-	-	-	-	-	-	-	-
-	-	0.6	-	93.8	0.6	-	1.7	0.6
96.6	1.7	-	-	-	-	-	-	-
-	-	-	-	-	0.6	2.2	93.9	2.2
-	-	-	-	-	-	-	-	-
-	-	-	85.7	14.3	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	42.8	57.2	-	-	-	-
-	-	14.3	85.7	-	-	-	-	-
-	-	-	-	-	-	-	-	57.2
-	-	71.4	14.3	14.3	-	-	-	-
-	-	-	-	-	-	-	-	100.0
				RAJASTHAN				
1.8	3.5	1.8	1.7	-	-	-	-	-
-	-	22.8	64.9	3.5	-	-	5.3	3.5
1.8	87.7	1.8	1.6	-	-	-	-	-
-	-	1.8	5.2	1.8	-	-	71.9	17.5
-	-	-	-	-	-	-	-	-
-	-	22.2	56.6	22.2	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	22.2	11.1	-	-	-	-
-	14.3	14.3	71.4	-	-	-	-	-
-	-	-	-	-	-	-	14.3	57.2
-	14.3	-	14.3	-	-	-	-	-
-	-	-	14.3	-	-	-	28.6	57.1
-	-	-	-	-	-	-	-	-
-	-	-	100.0	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	100.0	-	-	-	-	-

18	19	21	22			
-	-	-	-	98.9	1.1	179
-	-	-	-	97.3	2.7	179
-	-	-	-	98.9	1.1	179
-	-	-	-	98.9	1.1	179
-	-	-	-	100.0	-	7
-	-	-	-	100.0	-	7
-	-	-	-	100.0	-	7
-	-	-	-	100.0	-	7
-	-	-	-	100.0	-	7
42.8	-	-	-	100.0	-	7
-	-	-	-	100.0	-	7
-	-	-	-	-	-	7
-	-	-	-	100.0	-	57
-	-	-	-	100.0	-	57
-	-	-	-	100.0	-	57
1.8	-	-	-	100.0	-	57
-	-	-	-	100.0	-	9
-	-	-	-	100.0	-	9
-	-	-	-	77.8	22.2	9
-	-	-	-	33.3	66.7	9
-	-	-	-	100.0	-	9
28.5	-	-	-	100.0	-	9
-	-	-	-	28.6	71.4	9
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1

			5	6	7	8
Triple Shift (Second)	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Triple Shift (Third)	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Single Shift	Summer	Opening	-	11.3	73.8	1.2
		Closing	-	-	-	-
	Winter	Opening	-	2.4	3.0	-
		Closing	-	-	-	-
Double Shift (First)	Summer	Opening	-	26.7	66.7	-
		Closing	-	-	-	-
	Winter	Opening	-	-	66.7	26.7
		Closing	-	-	-	-
Double Shift (Second)	Summer	Opening	-	-	-	-
		Closing	-	-		-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Single Shift	Summer	Opening	0.9	46.4	1.4	-
		Closing	-	-	-	-
	Winter	Opening	-	8.1	2.3	-
		Closing	-	-	-	-

9-	10-	11-	12-	13-	14-	15-	16-	17-
-	100.0	-	-	-	-	-	-	-
-	-	-	-	-	-	-	100.0	-
-	100.0	-	-	-	-	-	-	-
-	-	-	-	-	-	-	100.0	-
-	-	-	100.0	-	-	-	-	-
-	-	-	-	-	-	-	-	100.0
-	-	-	100.0	-	-	-	-	-
-	-	-	-	-	-	-	-	100.0
				UTTAR PRADESH				
1.8	10.1	1.2	0.6	-	-	-	-	-
-	1.2	39.3	42.8	2.4	-	4.2	9.5	0.6
3.6	86.9	2.4	1.7	-	-	-	-	-
-	-	3.6	2.9	0.6	-	29.2	62.5	1.2
-	-	-	-	-	-	-	-	-
-	6.7	46.7	46.6	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	40.0	46.7	6.7	-	-	-	-
-	13.3	53.3	6.7	6.7	-	-	-	-
-	-	-	-	-	-	-	26.7	66.7
-	13.3	60.0	6.7	6.7	-	-	-	-
-	-	-	6.7	-	-	-	20.0	73.3
				WEST BENGAL	-			
0.9	23.9	24.8	0.9	0.9	-	-	-	-
-	35.6	13.1	-	0.5	-	5.9	43.7	-
0.9	41.0	32.4	14.8	-	-	-	-	-
-	8.1	2.7	14.8	-	-	9.0	63.5	1.8

..

18	19	21	22			
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-						
-	-	-	-	100.0	-	168
-	-	-	-	100.0	-	168
-	-	-	-	100.0	-	168
-	-	-	-	100.0	-	168
-	-	-	-	93.4	6.6	15
-	-	-	-	100.0	-	15
-	-	-	-	93.4	6.6	15
-	-	-	-	83.4	6.6	15
-	-	-	-	73.3	6.7	15
-	-	-	-	73.4	6.6	15
-	-	-	-	86.7	13.3	15
-	-	-	-	100.0	-	15
-	-	-	-	99.1	0.9	220
-	-	-	-	98.8	1.2	220
-	-	-	-	99.5	0.5	220
-	-	-	-	100.0	-	220

			5-	6-	7-	8-
Double Shift (First)	Summer	Opening	-	100.0	-	-
		Closing	-	-	-	-
	Winter	Opening	-	57.2	28.6	-
		Closing	-	-	-	-
Double Shift (Second)	Summer	Opening	-	-	14.3	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Triple Shift (First)	Summer	Opening	-	100.0	-	-
		Closing	-	-	-	-
	Winter	Opening	-	100.0	-	-
		Closing	-	-	-	-
Triple Shift (Second)	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Triple Shift (Third)	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Single Shift	Summer	Opening	--	-	30.8	26.9
		Closing	-	-	-	-
	Winter	Opening	-	-	15.4	-
		Closing	-	-	-	-
Double Shift (First)	Summer	Opening	-	-	100.0	-
		Closing	-	-	-	-
	Winter	Opening	-	-	100.0	-
		Closing	-	-	-	-

9-	10-	11-	12-	13-	14-	15-	16-	17-
-	-	-	-	-	-	-	-	-
-	85.7	14.3	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	71.4	14.3	14.3	-	-	-	-	-
-	28.6	57.1	-	-	-	-	-	-
-	-	14.3	-	-	-	-	85.7	-
-	14.3	71.4	14.3	-	-	-	-	-
-	-	-	-	-	-	14.3	71.4	-
-	-	-	-	-	-	-	-	-
-	-	100.0	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	100.0	-	-	-	-	-	-
-	-	100.0	-	-	-	-	-	-
-	-	-	-	-	-	-	100.0	-
-	-	100.0	-	-	-	-	-	-
-	-	-	-	-	-	-	100.0	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
				DELHI				
3.8	3.8	3.8	7.8	23.1	-	-	-	-
-	-	-	19.2	38.5	11.5	-	7.7	23.1
5.4	34.6	-	11.5	23.1	-	-	-	-
-	-	-	7.6	7.7	-	19.2	30.8	23.1
-	-	-	-	-	-	-	-	-
-	-	-	87.5	12.5	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	75.0	25.0	-	-	-	-

18-	19-	21-	22-			
-	-	-	-	100.0	-	7
-	-	-	-	100.0	-	7
-	-	-	-	85.8	14.2	7
-	-	-	-	100.0	-	7
-	-	-	-	100.0	-	7
-	-	-	-	100.0	-	7
-	-	-	-	100.0	-	7
-	-	-	-	85.7	14.3	7
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	100.0	-	1
-	-	-	-	-	100.0	1
-	-	-	-	-	100.0	1
-	-	-		-	100.0	1
-	-	-		-	100.0	1
-	-	-	-	100.0	-	26
-	-	-	-	100.0	-	26
-	-	-	-	100.0	-	26
11.5	-	-	-	100.0	-	26
-	-	-	-	100.0	-	8
-	-	-	-	100.0	-	8
-	-	-	-	100.0	-	8
-	-	-	-	100.0	-	8

			5-	6-	7-	8-
Double Shift (Second)	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Single Shift	Summer	Opening	-	-	75.0	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Single Shift	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Single Shift	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Single Shift	Summer	Opening	-	-	50.0	-
		Closing	-	-	-	-
	Winter	Opening	-	-	[illegible]	50.0
		Closing	-	-	-	-
Single Shift	Summer	Opening	-	-	-	85.7
		Closing	-	-	-	85.7
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-

9-	10-	11-	12-	13-	14-	15-	16-	17
-	-	25.0	37.5	37.5	-	-	-	-
-	-	-	-	-	-	-	-	12.5
-	-	-	12.5	62.5	-	-	-	-.0
-	-	-	-	-	-	-	-	25.0
HIMACHAL PRADESH								
8.3	16.7	-	-	-	-	-	-	-
-	-	-	-	75.0	-	-	25.0	-
75.0	25.0	-	-	-	-	-	-	-
-	-	-	-	-	-	8.3	91.7	-
MANIPUR								
20.0	80.0	-	-	-	-	-	-	-
-	-	-	-	-	20.0	80.0	-	-
40.0	60.0	-	-	-	-	-	-	-
-	-	-	-	-	40.0	60.0	-	-
TRIPURA								
-	12.5	87.5	-	-	-	-	-	-
-	-	-	-	-	-	-	100.0	-
-	-	100.0	-	-	-	-	-	-
-	-	-	-	-	-	-	100.0	-
NAGALAND								
50.0	-	-	-	-	-	-	-	-
-	-	-	-	50.0	50.0	-	-	-
50.0	-	-	-	-	-	-	-	-
-	-	-	-	50.0	50.0	-	-	-
GOA, DAMAN & DIU								
-	-	14.3	-	-	-	-	-	-
-	-	-	-	85.7	-	-	-	14.3
-	-	14.3	-	-	-	-	-	-
-	-	-	-	85.7	-	-	-	14.3

18-	19-	21-	22-			
-.	-	-	-	100.0	-	8
87.5	-	-	-	100.0	-	8
-	-	-	-	100.0	-	8
75.0	-	-	-	100.0	-	8
--	-	-	-	100.0	-	12
-	-	-	-	100.0	-	12
-	-	-	-	100.0	-	12
-	-	-	-	100·0	-	12
-	-	-	-	100.0	-	5
-	-	-	-	100.0	-	5
-	-	-	-	100.0	-	5
-	-	-	-	100.0	-	5
-	-	-	-	100.0	-	8
-	-	-	-	100.0	-	8
-	-	-	-	100.0	-	8
-	-	-	-	100.0	-	8
-	-	-	-	100.0	-	2
-	-	-	-	100.0	-	2
-	-	-	-	100.0	-	2
-	-	-	-	100.0	-	2
-	-	-	-	100.0	-	7
-	-	-	-	100.0	-	7
-	-	-	-	100.0	-	7
-	-	-	-	100.0	-	7

			5-	6-	7-	8-
Double Shift (First)	Summer	Opening	-	-	-	100
		Closing	-	-	-	-
	Winter	Opening	-	-	-	100
		Closing	-	-	-	-
Double Shift (Second)	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Single Shift	Summer	Opening	-	-	-	80.0
		Closing	-	-	-	-
	Winter	Opening	-	-	-	40.0
		Closing	-	-	-	-
Single Shift	Summer	Opening	0.1	16.8	26.6	4.9
		Closing	-	-	-	-
	Winter	Opening	-	1.7	5.5	2.0
		Closing	-	-	-	-
Double Shift (First)	Summer	Opening	-	18.6	73.6	4.5
		Closing	-	-	-	-
	Winter	Opening	-	5.6	58.4	11.2
		Closing	-	-	-	-
Double Shift (Second)	Summer	Opening	-	1.1	2.3	-
		Closing	-	-	-	-
	Winter	Opening	-	0.6	0.6	-
		Closing	-	-	-	-

9-	10-	11-	12_	13_	14-	15-	16-	17-
-	-	-	-	-	-	-	-	-
-	-	-	-	100.0	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	100.0	-	-	-	-
-	-	-	-	100.0	-	-	-	-
-	-	-	-	-	-	-	-	100.0
-	-	-	-	100.0	-	-	-	-
-	-	-	-	-	-	-	-	100.0
				PONDICHERRY				
20.0	-	-	-	-	-	-	-	-
-	-	-	-	-	20.0	-	20.0	60.0
60.0	-	-	-	-	-	-	-	-
-	-	-	-	-	20.0	-	6.0	20.0
				TOTOTAL : INDIA				
6.8	30.6	11.9	0.4	0.4	-	-	-	-
-	6.1	17.5	0.6	13.0	0.2	5.5	35.2	10.3
73.0	40.0	11.1	26.2	-	-	-	-	-
-	1.2	4.6	26.7	0.5	0.4	6.4	50.9	6.5
0.6	-	0.6	1.5	-	-	-	-	-
-	9.0	47.8	2.8	5.6	-	-	-	-
0.6	-	0.6	23.0	-	-	-	-	-
-	6.2	30.9	24.1	7.3	-	-	-	-
-	6.9	40.6	3.4	5.7	-	-	-	-
-	0.6	1.7	3.9	-	-	-	18.1	61.0
-	5.1	33.7	24.0	6.9	-	-	-	-
-	0.6	0.6	24.0	1.1	-	-	17.7	48.0

18-	19-	21-	22-			
-	-	-	-	100.0	-	3
-	-	-	-	100.0	-	3
-	-	-	-	100.0	-	3
-	-	-	-	100.0	-	3
-	-	-	-	100.0	-	3
-	-	-	-	100.0	-	3
-	-	-	-	100.0	-	3
-	-	-	-	100.0	-	3
-	-	-	-	100.0	-	5
-	-	-	-	100.0	-	5
-	-	-	-	100.0	-	5
-	-	-	-	100.0	-	5
0.1	1.0	=	-	99.6	0.4	1680
-	-	0.6	0.1	89.1	10.9	1680
-	0.3	-	-	99.8	0.2	1680
0.2	-	0.3	-	97.7	2.3	1680
-	-	-	-	99.4	0.6	178
-	-	-	-	65.2	34.8	178
-	-	-	-	99.4	0.6	178
-	-	0.6	0.6	69.7	30.3	178
-	-	-	-	60.0	40.0	178
13.6	-	-	-	98.9	1.1	178
0.6	-	-	-	71.5	29.5	178
6.3	-	-	-	100.0	-	178

			5-	6-	7-	8-
Triple Shift (First)	Summer	Opening	-	50.0	50.0	-
		Closing	-	-	-	-
	Winter	Opening	-	50.0	50.0	-
		Closing	-	-	-	-
Triple Shift (Second)	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	-	-	-
Triple Shift (Third)	Summer	Opening	-	-	-	-
		Closing	-	-	-	-
	Winter	Opening	-	-	-	-
		Closing	-	--	-	-

9-	10-	11-	12-	13-	14-	15-	16-	17-
-	-	-	-	-	-	-	-	-
-	-	50.0	50.0	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	50.0	50.0	-	-	-	-	-
-	50.0	50.0	-	-	-	-	-	-
-	-	-	-	-	-	-	100.0	-
-	50.0	50.0	-	-	-	-	-	-
-	-	-	-	-	-	-	100.0	-
-	-	-	-	50.0	-	-	-	-
-	-	-	-	-	-	-	-	50.0
-	-	-	-	50.0	-	-	-	-
-	-	-	-	-	-	-	-	50.0

18-	19-	21-	22-			
-	-	-	-	100.0	-	2
-	-	-	-	100.0	-	2
-	-	-	-	100.0	-	2
-	-	-	-	100.0	-	2
-	-	-	-	100.0	-	2
-	-	-	-	100.0	-	2
-	-	-	-	100.0	-	2
-	-	-	-	100.0	-	2
-	-	-	-	50.0	50.0	2
-	-	-	-=	50.0	50.0	2
-	-	-	-	50.0	50.0	2
-	-	-	-	50.0	50.0	2

SURVEY QUESTION : 15(a)

S.No.	States/Union Territories	Shift	Season
1.	Andhra Pradesh	Single Shift	Routine/Summer
			Changed/Winter
		Doublt Shift (First)	Routine/Summer
			Changed/Winter
		Double Shift (Second)	Routine/Summer
			Changed/Winter
2.	Assam		
		Single Shift	Routine/Summer
			Changed/Winter
		Double Shift (First)	Routine/Summer
			Changed/Winter
		Double Shift (Second)	Routine/Summer
			Changed/Winter
3.	Bihar:		
		Single Shift	Routine/Summer
			Changed/Winter
		Double Shift (First)	Routine/Summer
			Changed/Winter
		Double Shift (Second)	Routine/Summer
			Changed/Winter

SURVEY QUESTION : 15(a)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Total Working Hours in Sample Schools

Percentage of Schools having Working Hours.						
2.00-2.59	3.00-3.59	4.00-4.59	5.00-5.59	6.00-6.59	7.00-7.59	8.00-8.59
--	--	29.5	65.8	3.4	0.7	--
--	0.7	19.2	43.8	4.1	0.7	--
--	50.0	--	50.0	--	--	--
--	100.0	--	--	--	--	--
--	50.0	--	50.0	--	--	--
--	50.0	50.0	- -	--	--	--
--	--	4.4	94.1	1.5	--	--
--	2.9	7.4	32.4	1.5	--	--
--	100.0	--	--	--	--	--
--	--	--	--	--	--	--
--	--	--	100.0	--	--	--
--	--	--	--	--	--	--
--				—		
--	--	74.6	23.8	--	--	--
--	--	6.3	84.1	4.8	--	--
--	--	100.0	--	--	--	--
--	--	100.0	--	--	--	--
--	--	33.3	50.0	16.7	--	--
--	--	16.7	66.6	16.7	--	--

SURVEY QUESTION : 15(a)

Percentage of reporting Institution	Percentage of non-reporting Institution	n
99.4	0.6	146
68.5	31.5	146
100.0	--	2
100.0	--	2
100.0	--	2
100.0	--	2
100.0	--	68
44.2	55.8	68
100.0	--	1
0.0	--	1
100.0	--	1
0.0	100.0	1
98.4	1.6	126
95.2	4.8	126
100.0	--	6
100.0	--	6
100.0	--	6
100.0	--	6

4. Gujarat		
	Single Shift	Routine/Summer
		Changed/Winter
	Double Shift (First)	Routine/Summer
		Changed/Winter
	Double Shift (Second)	Routine/ Summer
		Changed/Winter
5. Jammu & Kashmir		
	Single Shift	Routine/Summer
		Changed/Winter
	Double Shift (First)	Routine/Summer
		Changed/Winter
	Double Shift (Second)	Routine/Summer
		Changed/Winter
6. Kerala:		
	Single Shift	Routine/Summer
		Changed/Winter
	Double Shift (First)	Routine/Summer
		Changed/Winter
	Double Shift (Second)	Routine/Summer
		Changed/Winter
7. Madhya Pradesh:		
	Single Shift	Routine/Summer
		Changed/Winter
	Double Shift (First)	Routine/Summer
		Changed/Winter
	Double Shift (Second)	Routine/Summer
		Changed/Winter

2	3	4	5	6	7	8
--	--	26.6	43.8	26.6	--	--
--	12.5	21.9	23.4	29.7	--	--
--	7.1	57.1	28.6	--	--	--
--	7.1	42.9	14.3	--	--	--
--	--	14.3	71.4	--	--	--
--	--	28.6	21.4	--	--	--
--	--	--	35.7	64.3	--	--
--	--	3.6	64.3	32.1	--	--
--	--	--	--	100.0	--	--
--	--	--	--	--	--	--
--	--	--	--	100.0	--	--
--	--	--	100.0	--	--	--
--	--	1.9	92.3	4.8	--	--
--	--	1.0	30.8	--	--	--
--	--	100.0	--	--	--	--
--	--	--	--	--	--	--
--	--	100.0	--	--	--	--
--	--	--	--	--	--	--
--	1.8	38.2	16.4	40.0	--	1.8
--	--	10.9	20.0	54.5	1.8	1.8
--	11.9	73.8	11.9	--	--	--
--	26.2	52.4	7.1	--	--	--
--	2.4	14.6	53.7	24.4	--	--
--	--	24.4	56.1	--	--	--

97.0	3.0	64
87.5	12.5	64
92.8	7.2	14
64.3	35.7	14
85.7	14.3	14
50.0	50.0	14
100.0	--	28
100.0	--	28
100.0	--	1
--	100.0	1
100.0	--	1
100.0	--	1
99.0	1.0	104
31.8	69.2	104
100.0	--	1
--	100.0	1
100.0	--	1
100.0	100.0	1
98.2	1.8	55
89.0	11.0	55
97.6	2.4	42
85.7	14.3	42
95.1	4.9	42
80.5	19.5	42

8. Madras:		
	Single Shift	Routine/Summer
		Changed/Winter
9. Maharashtra:		
	Single Shift	Routine/Summer
		Changed/Winter
	Double Shift (First)	Routine/Summer
		Changed/Winter
	Double Shift (Second)	Routine/Summer
		Changed/Winter
10. Mysore:		
	Single Shift	Routine/Summer
		Changed/Winter
	Double Shift (First)	Routine/Summer
		Changed/Winter
	Double Shift (Second)	Routine/Summer
		Changed/Winter
11. Orissa:		
	Single Shift	Routine/Summer
		Changed/Winter
	Double Shift (First)	Routine/Summer
		Changed/Winter
	Double Shift (Second)	Routine/Summer
		Changed/Winter

2	3	4	5	6	7	8
--	--	0.6	97.5	1.2	0.6	--
--	--	0.6	27.0	--	--	--
11.4	7.0	18.4	36.8	23.7	0.9	--
5.3	12.3	14.9	22.8	12.3	0.9	--
--	4.1	57.1	30.6	2.0	--	--
2.0	18.4	34.7	12.2	2.0	--	--
--	--	12.2	67.3	10.2	--	--
2.0	4.1	14.3	49.0	2.0	--	--
--	--	2.6	82.0	15.4	--	--
--	1.3	--	10.3	--	--	--
--	25.0	75.0	--	--	--	--
--	--	8.3	--	--	--	--
--	--	16.7	75.0	8.3	--	--
--	--	--	8.3	--	--	--
--	--	55.6	42.2	2.2	--	--
--	--	2.2	82.2	13.3	--	--
--	--	100.0	--	--	--	--
--	--	100.0	--	--	--	--
--	--	100.0	--	--	--	--
--	--	100.0	--	--	--	--

99.9	--	163
27.6	72.4	163
98.2	1.8	114
68.5	31.5	114
93.8	6.2	49
69.3	30.7	49
89.7	10.3	49
71.4	28.6	49
100.0	--	78
11.6	88.4	78
100.0	--	12
8.3	91.7	12
100.0	--	12
8.3	91.7	12
100.0	--	45
97.7	2.3	45
100.0	--	1
100.0	--	1
100.0	--	1
100.0	--	1

12. Panjab		
	Single Shift	Routine/Summer
		Changed/Winter
	Double Shift (First)	Routine/Summer
		Changed/Winter
	Double Shift (Second)	Routine/Summer
		Changed/Winter
13. Rajasthan:		
	Single Shift	Routine/Summer
		Changed/Winter
	Double Shift (First)	Routine/Summer
		Changed/Winter
	Double Shift (Second)	Routine/Summer
		Changed/Winter
	Triple Shift (First)	Routine/Summer
		Changed/Winter
	Triple Shift (Second)	Routine/Summer
		Changed/Winter
	Triple Shift (Third)	Routine/Summer
		Changed/Winter
14. Uttar Pradesh		
	Single Shift	Routine/Summer
		Changed/Winter
	Double Shift (First)	Routine/Summer
		Changed/Winter
	Double Shift (Second)	Routine/Summer
		Changed/Winter

2	3	4	5	6	7	8
--	--	0.6	8.9	88.8	1.7	--
--	--	--	0.6	19.6	77.6	1.7
--	--	--	14.3	85.7	--	--
--	--	--	71.4	28.6	--	--
--	--	14.3	71.4	14.3	--	--
--	--	71.4	28.6	--	--	--
..						
--	--	5.3	87.7	5.3	1.7	--
--	--	--	15.8	71.9	8.8	1.8
--	--	33.3	44.5	22.2	--	--
--	--	44.5	22.2	11.1	--	--
--	--	--	85.7	14.3	--	--
--	--	--	--	--	--	--
--	--	--	100.0	--	--	--
--	--	100.0	--	--	--	--
--	--	--	--	--	--	--
--	--	--	--	--	--	--
--	--	--	--	--	--	--
--	--	--	--	--	--	--
·-						
--	0.6	36.3	53.6	8.3	--	0.6
--	--	3.6	36.9	56.5	--	0.6
--	--	53.3	46.7	--	--	--
--	26.7	46.6	26.7	--	--	--
--	--	20.0	60.0	13.3	6.7	--
--	6.7	26.7	46.6	13.3	6.7	--

100.0	--	179
99.5	0.5	179
100.0	--	7
100.0	--	7
100.0	--	7
100.0	--	7
100.0	--	57
98.3	1.7	57
100.0	--	9
77.8	22.2	9
100.0	--	9
--	100.0	9
100.0	--	1
100.0	--	1
--	100.0	1
--	100.0	1
--	100.0	1
--	100.0	1
99.4	0.6	168
97.6	2.4	168
100.0	--	15
100.0	--	15
100.0	--	15
100.0	--	15

15. West Bengal		
	Single Shift	Routine/Summer
		Changed/Winter
	Double Shift (First)	Routine/Summer
		Changed/Winter
	Double Shift (Second)	Routine/Summer
		Changed/Winter
	Triple Shift (First)	Routine/Summer
		Changed/Winter
	Triple Shift (Second)	Routine/Summer
		Changed/Winter
	Triple Shift (Third)	Routine/Summer
		Changed/Winter
16. Delhi		
	Single Shift	Routine/Summer
		Changed/Winter
	Double Shift (First)	Routine/Summer
		Changed/Winter
	Double Shift (Second)	Routine/Summer
		Changed/Winter
17. Himachal Pradesh		
	Single Shift	Routine/Summer
		Changed/Winter
18. Manipur:		
	Single Shift	Routine/Summer
		Changed/Winter

2	3	4	5	6	7	8
--	4.5	44.6	45.9	2.3	-	-
--	3.2	19.8	53.1	7.7	-	-
--	14.3	85.7	--	--	-	-
--	28.6	57.1	--	--	-	-
--	--	28.6	57.1	14.3	-	-
--	14.3	14.3	42.8	14.3	-	-
--	--	100.0	--	--	-	-
--	--	--	100.0	--	-	-
--	--	--	--	--	-	-
--	--	--	--	--	-	-
--	--	--	--	--	-	-
--	--	--	--	--	-	-
--	--	7.7	80.8	11.5	-	-
--	--	--	57.7	42.3	-	-
--	--	--	87.5	12.5	-	-
--	--	--	100.0	--	-	-
--	--	--	100.0	--	-	-
--	--	--	100.0	--	-	-
--	--	--	66.7	33.3	-	-
--	--	--	8.3	83.3	-	-
--	--	--	100.0	--	-	-
--	--	--	60.0	--	-	-

97.3	2.7	220
83.8	16.2	220
100.0	--	7
85.7	14.3	7
100.0	--	7
85.7	14.3	7
100.0	--	1
100.0	--	1
--	100.0	1
--	100.0	1
--	100.0	1
--	100.0	1
100.0	--	26
100.0	--	26
100.0	--	8
100.0	--	8
100.0	--	8
100.0	--	8
100.0	--	12
91.6	8.4	12
100.0	--	5
60.0	40.0	5

19.	Tripura:		
		Single Shift	Routine/Summer
			Changed/Winter
20.	Nagaland		
		Single Shift	Routine/Summer
			Changed/Winter
21.	Goa, Daman & Diu		
		Single Shift	Routine/Summer
			Changed/Winter
		Double Shift (First)	Routine/Summer
			Changed/Winter
		Double Shift (Second)	Routine/Summer
			Changed/Winter
22.	Pondicherry:		
		Single Shift	Routine/Summer
			Changed/Winter
	TOTAL : INDIA:		
		Single Shift	Routine/Summer
			Changed/Winter
		Double Shift (First)	Routine/Summer
			Changed/Winter
		Double Shift (Second)	Routine/Summer
			Changed Winter

2	3	4	5	6	7	8
--	--	37.5	62.5	--	--	--
--	--	37.5	62.5	--	--	--
--	--	--	50.0	50.0	--	--
--	--	--	100.0	--	--	--
--	--	--	85.7	14.3	--	--
--	--	--	--	14.3	--	--
--	--	66.7	33.3	--	--	--
--	--	66.7	33.3	--	--	--
--	33.3	66.7	--	--	--	--
--	33.3	66.7	--	--	--	--
--	--	--	40.0	60.0	--	--
--	--	--	--	40.0	--	--
--	1.2	23.6	54.9	18.00	0.4	0.1
--	2.0	8.0	35.7	18.0	8.7	0.4
--	7.9	57.9	25.3	6.2	--	--
--	16.3	39.3	18.0	2.2	--	--
--	1.1	16.6	62.9	13.1	0.6	--
--	3.4	21.1	43.4	5.1	0.6	--

100.0	--	8
100.0	--	8
100.0	--	2
100.0	--	2
100.0	--	7
14.3	85.7	7
100.0	--	3
100.0	--	3
100.0	--	3
100.0	--	3
100.0	--	5
40.0	60.0	5
99.0	1.0	1683
73.2	26.8	1683
97.3	2.7	178
76.4	23.6	178
94.9	5.1	178
74.7	25.3	178

Triple Shift (First)	Routine/Summer
	Changed/Winter
Triple Shift (Second)	Routine/Summer
	Changed/Winter
Triple Shift (Third)	Routine/Summer
	Changed/Winter

2	3	4	5	6	7	8
--	--	50.0	--	--	--	--
--	--	50.0	--	--	--	--
--	--	--	--	--	--	--
--	--	--	--	--	--	--
--	--	--	--	--	--	--
--	--	--	--	--	--	--

100.0	--	2
100.0	--	2
--	100.0	2
--	100.0	2
--	100.0	2
--	100.0	2

No.15(b) SURVEY QUESTION : 15(b)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Number of Common Staff members to both the shifts in double shift schools.

Sl.No.	States/Union Territories	Percentage of schools having common Staff.	Percentage of schools not having common staff	Percentage of schools having double shifts.	Average number of common staff members	$\frac{n}{N}$
1.	Andhra Pradesh	1.4	--	1.4	8	148/148
2.	Assam	1.4	--	1.4	1	69/84
3.	Bihar	3.7	0.8	1.5	4	134/159
4.	Gujarat	11.5	6.4	17.9	3	78/79
5.	Jammu & Kashmir	3.4	--	3.4	1	29/31
6.	Kerala	0.9	--	--	1	106/106
7.	Madhya Pradesh	29.9	13.4	43.3	3	97/97
8.	Madras	--	--	--	--	165/165
9.	Maharashtra	24.7	4.7	29.4	3	166/173
10.	Mysore	11.1	2.2	13.3	11	90/90
11.	Orissa	2.2	--	2.2	4	46/48
12.	Panjab	1.1	2.7	3.8	7	67/67
13.	Rajasthan	7.5	4.6	12.1	6	67/67
14.	Uttar Pradesh	5.5	2.7	8.2	3	183/192
15.	West Bengal	1.3	1.8	8.1	6	228/260
16.	Delhi	14.3	9.2	23.5	3	35/35
17.	Himachal Pradesh	--	--	--	-	12/15
18.	Manipur	--	--	--	-	5/11
19.	Tripura	--	--	--	-	8/9
20.	Nagaland	--	--	--	-	2/3
21.	Goa, Damand & Diu	20.0	10.0	30.0	2	10/10
22.	Pondicherry	--	--	--	-	5/5
	TOTAL : : INDIA	6.8	2.7	9.5	4	1869/1977

No.: 16 SURVEY QUESTION : 16

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Procedures followed in making new admissions in Sample Schools.

Sl.No.	States/Union Territories	Percentage of Schools making admissions				n N
		on the basis of marks obtained in the previous final examination.	on the basis of tests given by the School.	on area/ zonal basis	no restriction at all	
1.	Andhra Pradesh	32.4	80.4	1.4	14.2	148/148
2.	Assam	46.4	46.4	1.4	33.3	69/84
3.	Bihar	5.24	50.0	--	24.6	134/159
4.	Gujarat	24.1	1.3	10.0	75.4	78/79
5.	Jammu & Kashmir	13.8	13.8	--	75.9	29/31
6.	Kerala	17.9	2.8	1.9	79.2	106/106
7.	Madhya Pradesh	24.7	9.3	6.2	73.2	97/97
8.	Madras	17.0	39.4	1.2	58.8	165/165
9.	Maharashtra	30.7	8.1	4.8	68.7	166/173
10.	Mysore	47.8	3.3	7.8	51.1	90/90
11.	Orissa	41.3	28.3	4.3	56.5	46/48
12.	Panjab	96.8	14.0	1.1	83.9	186/190
13.	Rajasthan	40.3	14.9	1.5	58.2	67/67
14.	Uttar Pradesh	60.6	44.2	2.2	36.0	183/192
15.	West Bengal	64.0	82.5	0.9	11.4	228/260
16.	Delhi	20.0	28.6	45.7	42.9	35/35
17.	Himachal Pradesh	33.3	8.3	--	66.7	12/15
18.	Manipur	80.0	60.0	--	--	5/11
19.	Tripura	--	100.0	--	12.5	8/9
20.	Nagaland	50.0	100.0	--	--	2/3
21.	Goa, Daman& Diu	50.0	80.0	--	10.0	10/10
22.	Pondicherry	40.0	60.0	20.0	20.0	5/5
	TOTAL :: INDIA	37.9	35.8	3.4	48.6	1869/1977

No. 17 SURVEY QUESTION : 17

A SRUVEY OF SECONDARY SCHOOLS IN INDIA

Table: Degree of Selectivity in Admissions to the lowest of Secondary classes in Sample Schools.

Sl. No.	States/Union Territories	Percentage of schools rejecting pupils.				n/N
		None	between 1% and 10%	between 11% and 50%	More than 50%	
1.	Andhra Pradesh	27.1	47.3	23.6	2.0	148/148
2.	Assam	49.4	36.2	13.0	1.4	69/84
3.	Bihar	48.5	43.3	6.0	2.2	134/159
4.	Gujarat	80.8	12.8	3.8	2.6	78/79
5.	Jammu & Kashmir	93.2	3.4	--	3.4	29/31
6.	Kerala	96.2	1.9	1.9	--	106/106
7.	Madhya Pradesh	79.5	11.3	8.2	1.0	97/97
8.	Madras	65.5	32.7	1.8	--	165/165
9.	Maharashtra	69.3	21.1	7.8	1.8	166/173
10.	Mysore	80.0	15.6	2.2	2.2	90/90
11.	Orissa	65.2	26.1	8.7	--	46/48
12.	Panjab	90.8	5.4	1.6	2.2	186/190
13.	Rajasthan	77.6	13.4	6.0	3.0	67/67
14.	Uttar Pradesh	45.4	39.9	10.9	3.8	183/192
15.	West Bengal	31.1	50.4	11.0	7.5	228/260
16.	Delhi	71.4	14.3	114	2.9	35/35
17.	Himachal Pradesh	100.0	--	--	--	12/15
18,	Manipur	40.0	40.0	20.0	--	5/11
19.	Tripura	75.0	25.0	--	--	8/9
20.	Nagaland	--	50.0	50.0	--	2/3
21.	Goa, Daman & Diu	50.0	50.0	--	--	10/10
22.	Pondicherry	60.0	40.0	--	--	5/5
	TOTAL: INDIA	62.1	27.6	7.8	2.5	1869/1977

No. 18(a)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Sample Schools having reservations in places for admission.

Sl.No.	States/Union Territories	Percentage of Schools having reservations	not having reservations	n/N
1.	Andhra Pradesh	9.5	91.5	148/148
2.	Assam	62.3	37.7	49/84
3.	Bihar	61.2	38.8	134/159
4.	Gujarat	50.0	50.0	78/79
5.	Jammu & Kashmir	48.3	51.7	29/31
6.	Kerala	20.7	79.3	106/106
7.	Madhya Pradesh	56.7	43.3	97/97
8.	Madras	64.9	35.1	165/165
9.	Maharashtra	39.2	50.8	166/173
10.	Mysore	38.9	61.1	90/90
11.	Orissa	95.7	4.3	46/48
12.	Panjab	49.6	50.5	186/190
13.	Rajasthan	76.1	23.9	67/67
14.	Uttar Pradesh	87.4	12.6	183/192
15.	West Bengal	70.2	29.8	228/260
16.	Delhi	40.0	60.0	35/35
17.	Himachal Pradesh	41.7	58.3	12/15
18.	Manipur	60.0	40.0	5/11
19.	Tripura	75.0	35.0	8/9
20.	Nagland	50.0	50.0	2/3
21.	Goa, Damand & Diu	50.0	50.0	10/10
22.	Pondicherry	40.0	60.0	5/5
	.. TOTAL:: INDIA	54.6	45.4	1869/1977

No.18(b)(i) SURVEY QUESTION : 18(b)(i)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Percentage of reservations in places for admission in Sample Schools.

Sl. No.	States/Union Territories	Percentage of schools having reservations					n/N
		below 20%	between 21% and 40%	between 41% and 60%	between 61% and 80%	over 80%	
1.	Andhra Pradesh	9.5	--	--	--	--	148/148
2.	Assam	62.3	--	--	--	--	69/84
3.	Bihar	61.2	--	--	--	--	134/159
4.	Gujarat	50.0	--	--	--	--	78/79
5.	Jammu & Kashmir	48.3	--	--	--	--	29/31
6.	Kerala	19.8	0.9	--	--	--	106/106
7.	Madhya Pradesh	53.6	3.1	--	--	--	97/97
8.	Madras	46.7	6.7	11.0	0.6	--	165/165
9.	Maharashtra	38.6	0.6	--	--	--	166/173
10.	Mysore	37.8	1.1	--	--	--	90/90
11.	Orissa	95.7	--	--	--	--	46/48
12.	Panjab	48.9	0.5	--	--	--	186/180
13.	Rajasthan	76.1	--	--	--	--	67/67
14.	Uttar Pradesh	86.9	--	--	--	0.5	183/192
15.	West Bengal	70.2	--	--	--	--	228/260
16.	Delhi	40.0	--	--	--	--	35/35
17.	Himachal Pradesh	41.7	--	--	--	--	12/15
18.	Manipur	40.0	20.0	--	--	--	5/11
19.	Tripura	75.0	--	--	--	--	8/9
20.	Nagaland	50.0	--	--	--	--	2/3
21.	Goa, Damand & Diu	50.0	--	--	--	--	10/10
22.	Pondicherry	40.0	--	--	--	--	5/5
	TOTAL :: INDIA	52.4	1.0	1.0	0.1	0.1	1869/1977

No. 18(b)(ii)

SURVEY QUESTION : 18(b) (ii)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Categories of Reservations made in places for admission in secondary schools

S.No.	States/Union Territories	Categories of Reservations
1.	Andhra Pradesh	Children of Central Government employees, civilian attached to defence, ex-servicemen and old pupils.
2.	Assam	Political sufferers, Mazdoors, trible peoples, scheduled castes, scheduled tribes and other backward classes.
3.	Bihar	Wards of Govt. servants on transfer, State Govt. employees, teachers, defence personnel, police officers, DVC employees and colliery employees.
4.	Gujarat	Relatives of teachers and brothers and sisters of pupils who are already studying in the school.
5.	Jammu & Kashmir	-
6.	Kerala	-
7.	Madhya Pradesh	Scheduled castes, scheduled tribes, backward castes, backward classes, Aadiwasis, harijans, defence personnel, Govt. servants, gold-smiths and brothers and sisters of the pupils.
8.	Madras	Backward classes, scheduled castes, scheduled tribes, political sufferers, defence persons, Govt. servants, and brothers and sisters of the children in schools.
10.	Mysore	children of central Govt. employees, poor christian students, tamil students and urdu schools.
11.	Orissa	Children of Govt. servants on transfers.
12.	Punjab	Scheduled castes, scheduled tribes, backward classes and Govt. servants on transfers.
13.	Rajasthan	-
14.	Uttar Pradesh	Scheduled castes, scheduled tribes, backward classes, Govt. servants, defence personnel, teachers, freedom fighters, employees under transfers, orphans, factory employees, war disable persons and floating population.
15.	West Bengal	Scheduled tribes, scheduled castes, military employees, Govt. servants on transfers, State Govt. employees, teachers, defence personnel, refugges scholarship holders and girls students

S.No.	States/Union Territories	Categories of Reservations
16.	Delhi	Reservations are government by the discretion of the management and rules framed out by the Education Directorate.
17.	Himachal Pradesh	-
18.	Mahipur	Scheduled castes, trible peoples, pupils affected by change of residence and students of outstanding merits.
19.	Tripura	Refugges and wards of Govt. servants
20.	Nagaland	-
21.	Goa, Daman & Diu	Political sufferers, children of teachers & Central/State Govt. employees.
22.	Pondicherry	Scheduled castes, scheduled tribes and backward classes.

Sl. No.	States/Union Territories.	Years	Sex	I	II	III	IV
1.	Andhra Pradesh.	9	B	1.4	0.8	0.7	1.0
			G	1.0	0.8	0.7	0.8
			T	2.4	1.6	1.4	1.8
		0	B	1.3(-7.1)	0.9(+12.5)	0.8(+14.3)	0.9(+10.0)
			G	1.2(+20.0)	0.8(0.0)	0.8(+14.3)	0.8(0.0)
			T	2.5(+4.1)	1.7(+6.2)	1.6(+14.3)	1.7(-5.6)
		1	B	1.2(-7.7)	0.9(0.0)	0.8(0.0)	1.1(+22.2)
			G	1.3(+8.3)	0.8(0.0)	0.7(-12.5)	0.8(0.0)
			T	2.5(0.0)	1.7(0.0)	1.5(-6.2)	1.9(+11.7)
		2	B	1.2(0.0)	0.9(0.0)	0.9(+12.5)	1.0(+9.0)
			G	1.4(+7.7)	0.9(+12.5)	0.9(+28.5)	0.9(+12.5)
			T	2.6(+4.0)	1.8(+5.8)	1.8(+20.0)	1.9(0.0)
		3	B	1.2(0.0)	0.9(0.0)	0.9(0.0)	1.1(+10.0)
			G	1.3(-7.1)	1.0(+11.1)	0.9(0.0)	1.0(+11.1)
			T	2.5(-3.8)	1.9(+5.6)	1.8(0.0)	2.1(+10.5)
		%.	±	(+4.0)	(+18.7)	(+28.5)	(16.7)

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Classwise enrolment in Sample Schools for five years 1959(9) to 1963(3) as on 31st March each year (alongwith year to year increase or decrease percentages) and quinquennial % ≠ —percentage increase/decrease.

V	VI	VII	VIII	IX
1.1	7.6	6.5	5.8	5.6
0.8	2.6	2.2	2.0	1.8
1.9	10.2	8.7	7.8	7.4
1.1(0.0)	9.0(+18.4)	7.1(+9.2)	6.3(+8.6)	6.2(+10.7)
0.8(0.0)	3.2(+23.0)	2.3(+4.5)	2.0(0.0)	1.9(+5.6)
1.9(0.0)	12.2(+19.6)	9.4(+8.0)	8.3(+6.4)	8.1(+9.4)
1.0(-9.0)	9.4(+4.4)	7.7(+8.4)	6.8(+7.9)	6.6(+6.4)
0.9(+12.5)	3.2(0.0)	2.6(+13.0)	2.3(+15.0)	2.1(+10.5)
1.9(0.0)	12.6(+3.3)	10.3(+9.5)	9.1(+9.6)	8.7(+7.4)
1.3(+30.0)	9.6(+2.1)	9.1(+18.1)	8.4(+2.3)	7.7(+16.2)
0.9(0.0)	3.6(+12.5)	2.9(+11.5)	2.5(+8.7)	2.4(+14.3)
2.2(+15.8)	13.2(+4.7)	12.0(+16.5)	10.9(+19.7)	10.1(+16.1)
1.1(-15.4)	9.8(+2.1)	8.5(-6.6)	8.3(-1.2)	8.1(+5.2)
1.0(+11.1)	3.7(+2.7)	3.1(+6.9)	2.7(+8.0)	2.8(+16.2)
2.1(-4.5)	13.5(+2.3)	11.6(-3.3)	11.0(+0.9)	10.9(+7.9)
(+10.5)	(+30.9)	(+33.3)	(+41.0)	(+47.3)

(ENROLMENT FIGURES IN '000).

X	XI	XII	Total	n
4.8	4.5	0.4	40.5	106
1.4	1.2	0.1	15.2	109
6.2	5.7	0.5	55.7	131
5.0(+4.2)	4.9(+8.9)	0.6(+50.0)	44.2(+9.1)	115
1.5(+7.1)	1.2(0.0)	0.1(0.0)	16.3(+7.2)	113
6.5(4.8)	6.1(+7.0)	0.7(+40.0)	60.5(+8.6)	142
5.3(+6.0)	4.9(0.0)	0.7(+16.7)	46.5(+5.2)	126
1.6(+6.7)	1.1(-8.3)	0.1(0.0)	17.5(+7.3)	124
6.9(+6.1)	6.0(-1.6)	0.8(+14.3)	64.0(+5.7)	148
6.1(+15.1)	5.1(+4.1)	0.3(+14.3)	52.0(+11.8)	124
1.6(0.0)	1.2(9.1)	0.2(+100.0)	19.3(+10.3)	121
7.7(+11.6)	6.3(+5.0)	1.0(+25.0)	71.3(+11.4)	145
6.4(+4.9)	5.5(+7.8)	0.9(+12.5)	52.4(+0.8)	126
1.8(+12.5)	1.3(+8.3)	0.2(0.0)	20.7(+7.2)	125
8.2(+6.5)	6.8(+7.9)	1.1(10.0)	73.1(+2.5)	147
(+32.2)	(+19.3)	(+120.0)	(+31.2)	

Contd...2.

S.No.	States/Union Territories.	Years	Sex	I	II	III	IV
2.	Assam	9	B	*	*	0.1	2.6
			G	0.1	0.1	0.1	1.3
			T	0.1	0.1	0.2	3.8
		0	B	* (-)	* (-)	0.1 (0.0)	2.4(-4.0)
			G	0.1(0.0)	0.1(0.0)	0.1(0.0)	1.3(0.0)
			T	0.1(0.0)	0.1(0.0)	0.2(0.0)	3.7(-2.6)
		1	B	* (-)	* (-)	0.1(0.0)	2.6(+8.3)
			G	0.1(0.0)	0.1(0.0)	0.1(0.0)	1.3(0.0)
			T	0.1(0.0)	0.1(0.0)	0.2(0.0)	3.9(+5.4)
		2	B	* (-)	+ (-)	0.1 (0.0)	2.7(+3.8)
			G	0.1(0.0)	0.1(0.0)	0.1 (0.0)	1.3(0.0)
			T	0.1(0.0)	0.1(0.0)	0.2(0.0)	4.0(+2.5)
		3	B	* (-)	* (-)	* (-)	2.7 (0.0)
			G	0.1(0.0)	0.1(0.0)	0.1(0.0)	1.4(+7.7)
			T	0.1(0.0)	0.1(0.0)	0.1(-50.0)	4.1(+2.5)
		%	±	(0.0)	(0.0)	(0.0)	(7.9)
	BIHAR	9	B	-	-	-	0.8
			G	-	-	-	0.1
			T	-	-	-	0.9
		0	B	-	-	-	0.7 (-12.5)
			G	-	-	-	0.1 (0.0)
			T	-	-	-	0.8 (-11.1)
		1	B	-	-	-	0.3 (-57.1)
			G	-	-	-	0.1 (0.0)
			T	-	-	-	0.4 (-50.0)
		2	B	-	-	-	0.3 (0.0)
			G	-	-	-	0.1 (0.0)
			T	-	-	-	0.4 (0.0)
		3	B	-	-	-	0.4 (+33.3)
			G	-	-	-	0.1 (0.0)
			T	-	-	-	0.5(+25.0)
		%	±				(-44.4)

V	VI	VII	VIII	IX
2.3	2.1	2.9	2.2	1.8
1.2	1.1	1.2	0.8	0.7
3.5	3.2	4.1	3.0	2.5
2.4(+4.3)	2.2(+4.7)	3.0(+3.4)	2.4(+9.1)	1.9(+5.6)
1.3(+8.3)	1.1(0.0)	1.2(0.0)	1.0(+25.00)	0.7(0.0)
3.7(+5.7)	3.3(+3.1)	4.2(+2.4)	3.4(+13.3)	2.6(+4.0)
2.6(+8.3)	2.3(+4.5)	3.1(+3.3)	2.7(12.5)	2.3(+21.0)
1.3(0.0)	1.3(+18.1)	1.3(+8.3)	1.1(+10.0)	0.9(+28.5)
3.9(+5.4)	3.6(+9.1)	4.4(+4.7)	3.8(+11.7)	3.2(+23.0)
2.6(0.0)	2.6(+13.0)	3.2(+3.2)	2.7(0.0)	2.6(+13.0)
1.2(-7.7)	1.3(0.0)	1.5(+15.4)	1.2(+9.1)	1.0(+11.1)
3.8(-2.5)	3.9(+8.3)	4.7(+6.8)	3.9(+2.6)	3.6(+12.5)
2.6(0.0)	2.5(-3.8)	3.1(-3.1)	2.7(0.0)	2.5(-3.8)
1.3(+8.3)	1.2(-7.7)	1.5(0.0)	1.4(+16.7)	1.1(+10.0)
3.9(+2.6)	3.7(-5.11)	4.6(-2.1)	4.1(+5.1)	3.6(0.0)
(+11.4)	(+15.6)	(+12.2)	(+36.7)	(+44.0)
0.9	3.2	3.0	9.8	8.8
0.2	0.3	0.3	0.6	0.4
1.1	3.5	3.3	10.4	9.2
0.8(-11.1)	3.3(+3.1)	3.3(+10.0)	10.7(+9.1)	9.5(+7.9)
0.1(-50.0)	0.2(-33.3)	0.2(-33.3)	0.6(0.0)	0.5(+25.0)
0.9(-18.1)	3.5(0.0)	3.5(+6.0)	11.3(+8.6)	10.0(+8.7)
0.8(0.0)	3.3(0.0)	3.5(+6.0)	11.8(+10.2)	10.3(+8.4)
0.1(0.0)	0.2(0.0)	0.2(0.0)	0.7(+16.7)	0.5(0.0)
0.9(0.0)	3.5(0.0)	3.7(+5.7)	12.5(+10.6)	10.8(+8.0)
0.4(-50.0)	3.4(+3.0)	3.3(-5.7)	12.1(+2.5)	11.4(+10.7)
0.1(0.0)	0.2(0.0)	0.2(0.0)	0.8(+14.3)	0.6(+20.0)
0.5(-44.4)	3.6(+2.8)	3.5(-5.4)	12.9(+3.2)	12.0(+11.1)
0.4(0.0)	3.0(-11.7)	3.4(+3.0)	12.4(+2.5)	11.8(+2.6)
0.1(0.0)	0.2(0.0)	0.2(0.0)	0.8(0.0)	0.7(+16.7)
0.5(0.0)	3.2(-11.1)	3.6(+2.8)	13.2(+2.3)	12.5(+4.1)
(-54.5)	(-8.5)	(+9.1)	(+26.9)	(+35.8)

X	XI	XII	Total	n
1.5	-	-	15.4	50
0.5	-	-	6.9	50
2.0	-	-	22.3	64
1.6(+6.0)	-	-	16.1(+4.5)	53
0.5(0.0)	-	-	7.4(+7.2)	54
2.1(+5.0)	-	-	23.5 (+5.3)	68
1.8(+12.5)	0.2 (-)	-	17.7(+9.9)	54
0.7(+4.0)	* (-)	-	8.0(+8.1)	56
2.5(+19.1)	0.2 (-)	-	25.7(+9.3)	69
2.1(+16.6)	0.2(0.0)	-	18.8(+6.2)	56
0.8(+14.3)	0.1 (-)	-	8.7(+8.8)	57
2.9(+16.0)	0.3 (-)	-	27.5(+7.0)	69
2.2(+4.8)	0.2(0.0)	-	18.5(-1.6)	54
0.8(0.0)	0.1(0.0)	-	9.0(+3.4)	56
3.0(+3.1)	0.3(0.0)	-	27.5(0.0)	69
(+50.0)	(-)		(+23.3)	
7.9	6.3	0.1	41.0	123
0.4	0.3	0.0	2.4	43
8.3	6.6	0.1	43.4	130
8.4(+6.3)	6.9(+9.5)	0.2(+100.0)	43.8(+6.8)	125
0.4(0.0)	0.4(+33.3)	* (-)	2.4(0.0)	50
8.8(+6.0)	7.3(+10.6)	0.2(+100.0)	46.2(+6.4)	130
9.2(+9.5)	7.4 (+7.2)	0.6(+200.0)	47.2(+7.7)	126
0.4(0.0)	0.4(0.0)	* (-)	2.7(+12.5)	53
9.6(+9.1)	7.8(+6.8)	0.6(+200.0)	49.9(+8.0)	131
10.2(+10.8)	7.9(+6.7)	0.9(+50.0)	49.9(+5.7)	127
0.5(+25.0)	0.4(0.0)	* (-)	3.0(+11.1)	63
10.7(+11.4)	8.3(+6.4)	0.9(+50.0)	52.9(+6.0)	134
11.2(+9.8)	8.8(+11.4)	1.3(+44.4)	52.7(+5.6)	127
0.5(0.0)	0.4(0.0)	* (-)	3.1(+3.3)	67
11.7(+9.3)	9.2(+10.8)	1.3(+44.4)	55.8(+5.4)	131
(+40.8)	(+120.0)	(+120.0)	(+28.5)	

Contd..3.

S.No. States/Union Territories.	Years	Sex	I	II	III
4. Gujarat.	9	B	0.2	0.1	0.1
		G	0.1	0.1	0.1
		T	0.3	0.2	0.2
	0	B	0.2(0.0)	0.1(0.0)	0.1(0.0)
		G	0.1(0.0)	0.1(0.0)	0.1(0.0)
		T	0.3(0.0)	0.2(0.0)	0.2(0.0)
	1	B	0.1(-50.0)	0.1(0.0)	0.1(0.0)
		G	0.1(0.0)	0.1(0.0)	0.1(0.0)
		T	0.2(-33.3)	0.2(0.0)	0.2(0.0)
	2	B	0.2(+100.0)	0.1(0.0)	0.1(0.0)
		G	0.1(0.0)	0.1(0.0)	0.1(0.0)
		T	0.3(+50.0)	0.2(0.0)	0.2(0.0)
	3	B	0.1(-50.0)	0.2(0.0)	0.1(0.0)
		G	0.1(0.0)	0.1(0.0)	0.1(0.0)
		T	0.2(-33.3)	0.2(0.0)	0.2(0.0)
		%±	(-33.3)	(0.0)	(0.0)
5. Jammu & Kashmir.	9	B	0.5	0.4	0.4
		G	0.7	0.3	0.4
		T	1.2	0.7	0.8
	0	B	0.4(-20.0)	0.3(-25.0)	0.3(-25.0)
		G	0.7(0.0)	0.4(+33.3)	0.4(0.0)
		T	1.1(-8.3)	0.7(0.0)	0.7(-12.5)
	1	B	0.5(+25.0)	0.3(0.0)	0.3(0.0)
		G	0.6(-14.3)	0.4(0.0)	0.4(0.0)
		T	1.1(0.0)	0.7(0.0)	0.7(0.0)
	2	B	0.6(+20.0)	0.3(0.0)	0.3(0.0)
		G	0.6(0.0)	0.4(0.0)	0.4(0.0)
		T	1.2(+9.1)	0.7(0.0)	0.7(0.0)
	3	B	0.7(+16.7)	0.3(0.0)	0.3(0.0)
		G	0.8(+33.3)	0.4(0.0)	0.4(0.0)
		T	1.5(+25.0)	0.7(0.0)	0.7(0.0)
		%±	(+25.0)	(0.0)	(-12.5)

IV	V	VI	VII	VIII
0.1	1.6	2.1	2.5	5.7
*	0.8	1.0	1.2	1.9
0.1	2.4	3.1	3.7	7.6
0.1(0.0)	1.4(-12.5)	1.9(-9.5)	2.8(+12.0)	5.9(+3.5)
0.1(-)	0.9(+12.5)	0.9(-10.0)	1.2(0.0)	2.3(+21.0)
0.2(+100.0)	2.3(-4.1)	2.8(-9.6)	4.0(+8.1)	8.2(+7.9)
0.1(0.0)	1.6(+14.3)	1.9(0.0)	2.6(-7.1)	6.5(+10.2)
0.1(0.0)	1.1(+22.2)	1.0(+11.1)	1.2(0.0)	2.6(+13.0)
0.2(0.0)	2.7(+17.3)	2.9 (+3.5)	3.8(-50)	9.1 (+10.9)
0.1(0.0)	1.7(+6.2)	1.9(0.0)	2.5(-3.8)	7.2(+10.7)
0.1(0.0)	1.2(+9.1)	1.2(+20.0)	1.1(-8.3)	2.9(+11.5)
0.2(0.0)	2.9(+7.4)	3.1(+6.9)	3.6(-5.2)	10.1(+10.9)
0.1(0.0)	1.8(+5.8)	2.0(+5.2)	2.4(-4.0)	7.5(+4.1)
0.1(0.0)	1.2(0.0)	1.2(0.0)	1.3(+18.1)	3.3(+13.8)
0.2(0.0)	3.0(+3.4)	3.2(+6.0)	3.7(+2.7)	10.8(+6.9)
(+100.0)	(+25.0)	(+3.2)	(0.0)	(+42.1)
0.4	0.3	0.8	0.6	0.8
0.4	0.3	0.4	0.3	0.3
0.8	0.6	1.2	0.9	1.1
0.4(0.0)	0.4(+33.3)	0.8(0.0)	0.7(+16.6)	0.8(0.0)
0.4(0.0)	0.4(+33.3)	0.3(-25.0)	0.3(0.0)	0.3(0.0)
0.8(0.0)	0.8(+33.3)	1.1(-8.3)	1.0(+11.1)	1.1(0.0)
0.3(-25.0)	0.4(0.0)	0.8(0.0)	0.7(0.0)	0.8(0.0)
0.4(0.0)	0.4(0.0)	0.4(+33.3)	0.3(0.0)	0.4(+33.3)
0.7(-12.5)	0.8(0.0)	1.2(+9.1)	1.0(0.0)	1.2(+9.1)
0.3(0.0)	0.4(0.0)	0.8(0.0)	0.8(+14.3)	0.9(+12.5)
0.4(0.0)	0.3(-25.0)	0.4(0.0)	0.3(0.0)	0.3(-25.0)
0.7(0.0)	0.7(-12.5)	1.2(0.0)	1.1(+10.0)	1.2(0.0)
0.3(0.0)	0.3(-25.0)	0.7(-12.5)	0.8(0.0)	1.0(+11.1)
0.4(0.0)	0.4(+33.3)	0.4(+33.3)	0.4(+33.3)	0.3(0.0)
0.7(0.0)	0.7(0.0)	1.1 (-8.3)	1.2(+9.1)	1.3(+8.3)
(-12.5)	(+16.7)	(-8.3)	(+33.3)	(+18.1)

IX	X	XI	XII	Total	n
4.9	3.7	2.8	-	23.8	69
1.6	1.3	1.6	-	9.7	58
6.5	5.0	4.4	-	33.5	77
4.9(0.0)	3.9(+5.4)	3.0(+7.1)	-	24.2(+1.7)	69
1.7(+6.2)	1.4(+7-7)	1.1(-31.2)	-	9.8(+1.0)	64
6.6(+1.5)	5.3(+6.0)	4.1(-6.8)	-	34.0(+1.4)	77
5.3(+4.1)	4.2(+7.7)	3.2(+6.7)	-	25.7(+6.2)	69
2.0(+17.6)	1.5(+7.1)	1.1(0.0)	-	10.8(+1.0)	66
7.3(+10.6)	5.7(+7.5)	4.3(+4.8)	-	36.5(+7.3)	76
5.8(+9.4)	4.6(+9.5)	3.4(+6.2)	-	27.5(+7.0)	69
2.4(+20.0)	1.9(+26.7)	1.2(+9.1)	-	12.2(+12.9)	67
8.2(+12.3)	6.5(+14.0)	4.6(+6.9)	-	39.7(+8.8)	77
6.1(+5.1)	5.1(+10.8)	3.8(+11.7)	-	29.0(+5.4)	69
2.7(+12.5)	2.3(+21.0)	1.6(+33.3)	-	14.0(+14.7)	69
8.8(+7.3)	7.4(+13.8)	5.4(+17.4)	-	43.0(+8.3)	77
(+35.4)	(+48.0)	(+22.7)		(+28.3)	
0.8	0.6	-	-	5.5	17
0.2	0.1	-	-	3.4	11
1.0	0.7	-	-	8.9	27
0.7(-12.5)	0.7(+16.6)	* (-)	-	5.6(+1.8)	19
0.2(0.0)	0.2(+100.0)	0.0(-)	-	3.5(+2.9)	11
0.9(-10.0)	0.9(+28.5)	* (-)	-	9.1(+2.2)	27
0.8(+14.3)	0.8(+14.3)	0.1(-)	-	5.9(+5.3)	19
0.2(0.0)	0.2(0.0)	0.1(-)	-	3.8(+8.5)	13
1.0(+11.1)	1.0(11.1)	0.2(-)	-	9.7(+6.6)	27
0.8(0.0)	0.8(0.0)	0.2(+100.0)	-	6.3(+6.7)	20
0.2(0.0)	0.3(+50.0)	0.1(0.0)	-	3.6(-5.2)	14
1.0(0.0)	1.1(+10.0)	0.3(+50.0)	-	9.9(+2.0	28
0.9(+12.5)	0.9(+12.5)	0.2(0.0)	-	6.5(+3.2)	20
0.3(+50.0)	0.3(0.0)	0.1(0.0)	-	4.1(+13.9)	13
1.2(+20.0)	1.2(+9.1)	0.3(0.0)	-	10.5(+6.0)	28
(+20.0)	(+71.4)	(-)		(+17.9)	

Sl. No.	States/Union Territories	Year	Sex	I	II	III	IV
6.	Kerala	9	B	1.1	1.0	0.9	0.9
			G	1.0	0.8	0.8	0.8
			T	2.1	1.8	1.7	1.7
		0	B	0.9(-18.1)	1.0(0.0)	0.9(0.0)	0.9(0.0)
			G	1.0(0.0)	1.0(+25.0)	0.8(0.0)	0.8(0.0)
			T	1.9(-9.5)	2.0(+11.1)	1.7(0.0)	1.7(0.0)
		1	B	0.6(-33.3)	0.6(-40.0)	0.6(-33.3)	0.6(-33.3)
			G	0.9(-10.0)	0.8(-20.0)	0.7(-12.5)	0.6(-25.0)
			T	1.5(-21.0)	1.4(-30.0)	1.3(-23.5)	1.2(-29.4)
		2	B	0.1(-83.3)	0.1(-83.3)	0.1(-83.3)	0.1(-83.3)
			G	*(-)	*(-)	0.1(-85.7)	*(-)
			T	0.1(-93.3)	0.1(-92.8)	0.2(-84.6)	0.1(-91.6)
		3	B	0.1(0.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)
			G	*(-)	*(-)	0.1(0.0)	0.1(-)
			T	0.1(0.0)	0.1(0.0)	0.2(0.0)	0.2(+100.0)
		%	±	(-95.2)	(-94.4)	(-88.2)	(-88.2)
7.	Madhya Pradesh	9	B	0.3	0.2	0.2	0.2
			G	0.4	0.3	0.3	0.3
			T	0.7	0.5	0.5	0.5
		0	B	0.4(+33.3)	0.3(+50.0)	0.3(+50.0)	0.3(+50.0)
			G	0.4(0.0)	0.3(0.0)	0.3(0.0)	0.3(0.0)
			T	0.8(+14.3)	0.6(+20.0)	0.5(+20.0)	0.6(+20.0)
		1	B	0.5(+25.0)	0.4(+33.3)	0.3(0.0)	0.3(0.0)
			G	0.5(+25.0)	0.4(+33.3)	0.4(+33.3)	0.4(+33.3)
			T	1.0(+25.0)	0.8(+33.3)	0.7(+16.7)	0.7(+16.7)
		2	B	0.4(-20.0)	0.3(-25.0)	0.3(0.0)	0.3(0.0)
			G	0.3(-40.0)	0.3(-25.0)	0.2(-50.0)	0.3(-25.0)
			T	0.7(-30.0)	0.6(-25.0)	0.5(-28.5)	0.6(-14.3)
		3	B	0.3(-25.0)	0.2(-33.3)	0.2(-33.3)	0.2(-33.3)
			G	0.3(0.0)	0.3(0.0)	0.3(+50.0)	0.3(0.0)
			T	0.6(-14.3)	0.5(-16.7)	0.5(0.0)	0.5(-16.7)
		%	±	(-14.3)	(0.0)	(0.0)	(0.0)

V	VI	VII	VIII	IX
1.7	5.5	5.1	5.6	6.5
1.5	4.9	4.3	4.1	4.5
3.2	10.4	9.4	9.7	11.0
2.0(+17.6)	7.2(+30.9)	5.0(-1.9)	6.8(+21.4)	6.8(+4.6)
2.0(+33.3)	6.1(+24.5)	4.5(+4.6)	5.0(+21.9)	4.7(+4.4)
4.0(+25.0)	13.3(+27.9)	9.5(+1.0)	11.8(+21.6)	11.5(+4.5)
2.0(0.0)	7.7(+6.9)	7.4(+48.0)	9.0(32.3)	7.2(+5.8)
1.8(-10.0)	6.9(+13.1)	6.7(+48.9)	6.4(+28.0)	5.0(+6.4)
3.8(-5.0)	14.6(+9.5)	14.1(+48.4)	15.4(+30.5)	12.2(+6.0)
4.5(+125.0)	7.5(-2.6)	7.2(-2.7)	13.4(+48.9)	7.4(+2.7)
4.4(+144.4)	6.8(-1.4)	6.6(-1.5)	10.4(+62.5)	5.3(+6.0)
8.9(+134.2)	14.3(-2.0)	13.8(-2.1)	23.8(+54.5)	12.7(+4.1)
5.6(+24.4)	6.7(-11.9)	6.8(-5.6)	13.4(0.0)	10.6(+43.2)
5.2(+18.1)	6.0(-11.7)	6.2(-6.0)	10.2(-1.9)	7.5(+41.5)
10.8(+21.3)	12.7(-12.6)	13.0(-5.8)	23.6(-0.8)	18.1(+42.5)
(+237.5)	(+22.1)	(+38.3)	(+143.3)	(+64.5)
0.2	4.8	3.8	3.5	4.1
0.3	1.0	0.9	0.8	0.6
0.5	5.8	4.7	4.3	4.7
0.3(+50.0)	5.8(+20.8)	4.8(+26.3)	4.1(+17.1)	5.1(+24.4)
0.3(0.0)	1.2(+20.0)	1.0(+11.1)	0.8(0.0)	0.7(+16.7)
0.6(+20.0)	7.0(+20.6)	5.8(+23.4)	4.9(+13.9)	5.8(+23.4)
0.3(0.0)	5.9(+1.7)	5.4(+12.3)	4.7(+14.6)	6.2(+21.5)
0.4(+33.3)	1.3(+8.3)	1.2(+20.0)	1.0(+25.0)	0.9(+28.5)
0.7(+16.7)	7.2(+2.9)	6.6(+13.7)	5.7(+16.3)	7.1(+18.3)
0.2(-33.3)	5.7(-3.4)	5.5(+1.8)	4.9(+4.2)	6.6(+6.4)
0.3(-25.0)	1.2(-7.7)	1.2(0.0)	1.1(+10.0)	1.4(+54.4)
0.5(-28.5)	6.9(-4.1)	6.7(+1.5)	6.0(+5.2)	8.0(+12.6)
0.2(0.0)	5.9(+3.5)	5.4(-1.8)	5.2(+6.1)	8.1(+22.7)
0.3(0.0)	1.3(+8.3)	1.2(0.0)	1.2(+9.1)	1.1(-21.4)
0.5(0.0)	7.2(+4.3)	6.6(-1.5)	6.4(+6.7)	9.2(+15.0)
(0.0)	(+24.1)	(+40.4)	(+48.8)	(+95.7)

X	XI	XII	Total	n
4.6	2.3	--	35.1	77
3.4	1.8	--	27.9	93
8.0	4.1	--	63.0	104
4.7(+2.1)	1.3(-43.4)	--	37.5(+6.8)	80
3.2(-5.8)	1.0(-44.4)	--	30.0(+7.5)	95
7.9(-1.2)	2.3(-43.9)	--	67.5(+7.1)	104
5.1(+8.5)	0.4(-69.2)	--	41.3(+10.1)	81
3.6(+12.5)	0.3(-30.0)	--	33.6(+12.0)	97
8.7(+10.1)	0.7(-6.9)	--	74.9(+10.9)	105
5.1(0.0)	*(-)	--	45.5(+10.1)	82
3.4(-5.6)	*(-)	--	37.2(+10.7)	98
8.5(-2.3)	0.1(+85.7)	--	82.7(+10.4)	106
5.1(0.0)	0.0(-)	--	48.6(+6.8)	82
3.4(0.0)	*(-)	--	38.8(+4.3)	97
8.5(0.0)	*(-)	--	87.4(+5.6)	106
(+6.2)	(-)		(+38.7)	
3.3	1.1	--	21.9	61
0.5	0.1	--	5.3	37
3.8	1.2	--	27.2	78
4.1(+24.2)	1.6(+45.4)	--	27.0(+23.2)	63
0.6(+20.0)	0.3(+200.0)	--	6.3(+18.8)	40
4.7(+23.7)	1.9(+58.3)	--	33.3(+22.4)	83
5.1(+24.4)	3.0(+87.5)	--	32.0(+18.5)	75
0.7(+16.7)	0.5(+66.7)	--	7.6(+20.6)	44
5.8(+23.4)	3.5(+84.2)	--	39.6(+18.9)	90
5.6(+9.8)	4.1(+36.7)	--	34.0(+6.2)	82
1.1(+57.1)	0.7(+40.0)	--	8.1(+6.5)	44
6.7(+15.5)	4.8(+37.1)	--	45.1(+6.3)	90
6.1(+8.9)	5.0(+21.9)	--	36.8(+8.2)	87
0.8(-27.2)	0.7(0.0)	--	7.7(+4.9)	56
6.9(+2.9)	5.7(+18.7)	--	44.5(+5.7)	96
(+81.6)	(+26.7)		(+63.6)	

Contd. 5.

Sl. No.	States/Union Territories	Year	Sex	I	II	III	IV
8.	Madras	9	B	0.4	0.3	0.3	0.3
			G	0.4	0.4	0.4	0.4
			T	0.8	0.7	0.7	0.7
		0	B	0.4(0.0)	0.3(0.0)	0.3(0.0)	0.4(+33.3)
			G	0.4(0.0)	0.4(0.0)	0.4(0.0)	0.3(-25.0)
			T	0.8(0.0)	0.7(0.0)	0.7(0.0)	0.7(0.0)
		1	B	0.4(0.0)	0.4(+33.3)	0.4(+33.3)	0.4(0.0)
			G	0.5(+25.0)	0.4(0.0)	0.4(0.0)	0.4(+33.3)
			T	0.9(+12.5)	0.8(+14.3)	0.8(+14.3)	0.8(+14.3)
		2	B	0.4(0.0)	0.3(-25.0)	0.4(0.0)	0.4(0.0)
			G	0.4(-20.0)	0.4(0.0)	0.3(25.0)	0.4(0.0)
			T	0.8(-11.1)	0.7(-12.5)	0.7(-12.5)	0.8(0.0)
		3.	B	0.3(-25.0)	0.3(0.0)	0.4(0.0)	0.4(0.0)
			G	0.3(-25.0)	0.4(0.0)	0.3(0.0)	0.4(0.0)
			T	0.6(-25.0)	0.7(0.0)	0.7(0.0)	0.8(0.0)
		% ±		(-25.0)	(0.0)	(0.0)	(+14.3)
9.	Maharashtra	9	B	0.7	0.5	0.5	0.5
			G	0.3	0.4	0.3	0.3
			T	1.0	0.9	0.8	0.8
		0	B	0.7(0.0)	0.5(0.0)	0.5(0.0)	0.6(+20.0)
			G	0.4(+33.3)	0.4(0.0)	0.4(+33.3)	0.4(+33.3)
			T	1.1(+10.0)	0.9(0.0)	0.9(+12.5)	1.0(+25.0)
		1	B	0.7(0.0)	0.5(0.0)	0.6(+20.0)	0.5(-16.7)
			G	0.4(0.0)	0.4(0.0)	0.3(-25.0)	0.4(0.0)
			T	1.1(0.0)	0.9(0.0)	0.9(0.0)	0.9(-10.0)
		2	B	0.7(0.0)	0.6(+20.0)	0.6(0.0)	0.5(0.0)
			G	0.4(0.0)	0.4(0.0)	0.4(+33.3)	0.3(-25.0)
			T	1.1(0.0)	1.0(+11.1)	1.0(+11.1)	0.8(-11.1)
		3	B	0.8(+14.3)	0.6(0.0)	0.6(0.0)	0.6(+20.0)
			G	0.5(+25.0)	0.4(0.0)	0.4(0.0)	0.4(+33.3)
			T	1.3(+18.2)	1.0(0.0)	1.0(0.0)	1.0(+25.0)
		% ±		(+30.0)	(+11.1)	(+25.0)	(+25.0)

V	VI	VII	VIII	IX
0.5	8.3	6.5	6.5	6.4
0.4	4.0	3.1	3.0	2.7
0.9	12.3	9.6	9.5	9.1
0.6(+20.0)	9.3(+12.0)	7.3(+12.3)	7.0(+7.7)	6.8(+6.2)
0.4(0.0)	4.4(+10.0)	3.8(+22.5)	3.4(+13.3)	2.9(+7.4)
1.0(+11.1)	13.7(+11.3)	11.1(+15.6)	10.4(+9.4)	9.7(+6.6)
0.6(0.0)	9.3(0.0)	8.2(+12.3)	7.2(+11.4)	7.5(+10.3)
0.4(0.0)	5.1(+15.9)	4.5(+18.4)	4.2(+23.5)	3.4(+17.2)
1.0(0.0)	14.4(+5.1)	12.7(+44.4)	12.0(+15.4)	11.0(+13.4)
0.7(+16.7)	10.0(+7.5)	9.0(+9.7)	9.3(+19.2)	8.8(+17.3)
0.4(0.0)	6.1(+19.6)	5.1(+13.3)	4.8(+14.2)	4.7(+38.2)
1.1(+10.0)	16.1(+11.8)	14.1(+11.0)	14.1(+17.5)	13.5(+22.7)
0.7(0.0)	10.1(+1.0)	9.1(+1.1)	9.4(+10.0)	9.7(+10.2)
0.5(+25.0)	6.1(0.0)	5.0(-1.1)	5.1(+6.2)	5.0(+6.4)
1.2(+9.1)	16.2(+0.6)	14.1(0.0)	14.5(+2.8)	14.7(+8.9)
(+33.3)	(+31.7)	(+46.9)	(+52.6)	(+61.5)
4.5	4.0	3.9	10.7	8.7
2.2	2.0	1.7	2.7	2.2
6.7	6.0	5.6	13.4	10.9
4.8(+6.7)	4.5(+12.5)	4.3(+10.2)	11.3(+5.6)	10.1(+16.1)
2.4(+9.1)	2.1(+5.0)	1.8(+5.9)	3.1(+14.8)	2.3(+4.5)
7.2(+7.4)	6.6(+10.0)	6.1(+8.9)	14.4(+0.7)	12.4(+13.7)
5.7(+18.7)	5.2(+15.6)	4.7(+9.3)	11.8(+4.4)	10.6(+4.9)
2.7(+12.5)	2.4(+14.3)	2.1(+16.7)	3.4(+9.6)	2.8(+21.7)
8.4(+16.7)	7.6(+15.1)	6.8(+11.4)	15.2(+5.6)	13.4(+8.1)
6.2(+8.8)	5.8(+11.5)	5.1(+8.5)	12.0(+1.7)	11.2(+5.6)
2.9(+7.4)	2.7(+12.5)	2.4(+14.3)	3.9(+14.7)	3.1(+10.7)
9.1(+8.3)	8.5(+11.8)	7.5(+10.3)	15.9(+4.6)	14.3(+6.7)
6.3(+1.6)	5.9(+1.7)	5.7(+11.8)	12.3(+2.5)	11.5(+2.6)
3.1(+6.9)	3.0(+11.1)	2.7(+12.5)	4.3(+10.2)	3.5(+12.9)
9.4(+3.3)	8.9(+4.7)	8.4(+12.0)	16.6 (+4.4)	15.0 (+4.3)
(+40.3)	(+48.3)	(+50.0)	(+23.8)	(+37.6)

X	XI	XII	Total	n
5.1	4.2	--	38.8	87
2.0	1.4	--	18.1	103
7.1	5.6	--	56.9	119
5.4(+5.8)	4.1(-2.4)	--	41.8(+7.7)	83
2.3(+15.0)	1.6(+14.3)	--	20.4(+12.7)	112
7.7(+8.4)	5.7(+1.8)	--	62.2(+9.3)	127
5.4(0.0)	4.7(+14.6)	--	45.1(+7.9)	100
2.4(+4.3)	1.[illegible](+18.7)	--	23.6(+15.7)	120
7.8(+1.3)	6.6(+14.0)	--	68.7(+10.4)	140
6.4(+18.5)	4.1(-12.7)	--	49.7(+10.2)	122
3.0(+25.0)	2.1(+10.5)	--	27.6(+16.9)	144
9.4(+20.5)	6.2(-6.0)	--	77.3(+12.5)	165
7.8(+11.8)	5.5(+34.1)	--	53.5(+7.6)	122
3.8(+26.7)	2.5(+19.0)	--	29.4(+6.5)	147
11.6(+23.4)	8.0(+20.0)	--	82.9(+7.2)	165
(+63.4)	(+42.8)		(+10.5)	
6.5	4.2	--	44.6	140
1.8	1.1	--	15.0	125
8.3	5.3	--	59.6	163
7.7(+18.4)	4.5(+7.1)	--	49.5(+10.9)	143
1.8(0.0)	1.2(+9.1)	--	16.2(+8.0)	123
9.5(+14.4)	5.7(+7.5)	--	65.7(+10.2)	165
8.8(+14.3)	5.5(+2.2)	--	54.4(+9.9)	141
2.2(+22.2)	1.3(+8.3)	--	18.5(+14.2)	133
1.0(+15.8)	6.8(+19.3)	--	72.9(+10.9)	163
9.6(+9.1)	6.2(+11.2)	--	58.3(+7.1)	141
2.5(+13.6)	1.5(+15.4)	--	20.6(+11.3)	135
12.1(+10.0)	7.7(+13.2)	--	78.9(+8.2)	164
10.2(+6.2)	6.8(+9.7)	--	61.3(+5.1)	143
2.8(+12.0)	1.7(+13.3)	--	22.6(+12.6)	134
13.0(+7.4)	8.5(+10.4)	--	83.9(+6.3)	165
(+56.6)	(+60.4)		(+40.7)	

SURVEY QUESTION: 19

Class enrolements have been given in thousands, for convenience sake.

Average number of sections in classes have been computed for responding institutions only.

Sl. No. States/Union Territories	Year	Sex	I	II	III	IV
10. Mysore	9	B	0.1	0.1	0.1	0.2
		G	0.1	0.1	0.1	0.1
		T	0.2	0.2	0.2	0.3
	0	B	0.1(0.0)	0.1(0.0)	0.2(+100.0)	0.2(0.0)
		G	0.1(0.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)
		T	0.2(0.0)	0.2(0.0)	0.3(+50.0)	0.3(0.0)
	1	B	0.1(0.0)	0.1(0.0)	0.2(0.0)	0.2(0.0)
		G	0.2(+100.0)	0.2(+100.0)	0.1(0.0)	0.1(0.0)
		T	0.3(+50.0)	0.3(+50.0)	0.3(0.0)	0.3(0.0)
	2	B	0.1(0.0)	0.1(0.0)	0.1(-100.0)	0.2(0.0)
		G	0.1(-100.0)	0.2(0.0)	0.2(+100.0)	0.1(0.0)
		T	0.2(-33.3)	0.3(0.0)	0.3(0.0)	0.3(0.0)
	3	B	0.1(0.0)	0.1(0.0)	0.2(+100.0)	0.2(0.0)
		G	0.1(0.0)	0.2(0.0)	0.1(-100.0)	0.1(0.0)
		T	0.2(0.0)	0.3(0.0)	0.3(0.0)	0.3(0.0)
	% ±		(0.0)	(+50.0)	(+50.0)	(0.0)
11. Orissa	9	B	--	--	--	0.6
		G	--	--	--	0.1
		T	--	--	--	0.7
	0	B	--	--	--	0.2(-66.6)
		G	--	--	--	0.1(0.0)
		T	--	--	--	0.3(-42.8)
	1	B	--	--	--	0.1(-50.0)
		G	--	--	--	0.1(0.0)
		T	--	--	--	0.2(-33.3)
	2	B	--	--	--	*(-)
		G	--	--	--	*(-)
		T	--	--	--	*(-)
	3	B	--	--	--	*(-)
		G	--	--	--	*(-)
		T	--	--	--	*(-)
		% ±				(-)

V	VI	VII	VIII	IX
0.5	0.9	0.9	5.7	5.0
0.3	0.6	0.5	1.7	1.1
0.8	1.5	1.4	7.4	6.1
0.6(+20.0)	0.9(0.0)	1.0(+11.1)	6.4(+12.3)	5.4(+8.0)
0.2(-33.3)	0.6(0.0)	0.5(0.0)	1.7(0.0)	1.4(+27.2)
0.8(0.0)	1.5(0.0)	1.5(+7.1)	8.1(+9.4)	6.8(+11.4)
0.6(0.0)	1.0(+11.1)	1.1(+10.0)	7.1(+10.9)	5.8(+7.4)
0.3(+50.0)	9.6(0.0)	0.6(+20.0)	2.2(+29.4)	1.3(-7.1)
0.9(+12.5)	1.6(+6.7)	1.7(+13.3)	9.3(+14.1)	7.1(+4.4)
0.5(-16.7)	1.1(+10.0)	1.1(0.0)	7.6(+7.0)	6.5(+12.0)
0.3(0.0)	0.7(+16.7)	0.6(0.0)	2.3(+4.5)	1.6(+23.0)
0.8(-11.1)	1.8(+12.5)	1.7(0.0)	9.9(+6.4)	8.1(+14.1)
0.6(+20.0)	0.9(+18.2)	1.4(+27.2)	8.6(+13.1)	7.1(+9.2)
0.3(0.0)	0.6(-14.3)	0.7(+16.7)	2.8(+21.7)	2.0(+25.0)
0.9(+12.5)	1.5(-16.7)	2.1(+23.5)	11.4(+15.1)	9.1(+12.3)
(+12.5)	(0.0)	(+50.0)	(+54.0)	(+49.1)
0.7	0.9	0.8	1.7	1.3
0.1	0.2	0.2	0.2	0.2
0.8	1.1	1.0	1.9	1.5
0.6(-14.3)	1.0(+11.1)	0.9(+12.5)	1.9(+11.7)	1.6(+23.1)
0.1(0.0)	0.2(0.0)	0.2(0.0)	0.3(+50.0)	0.2(0.0)
0.7(-12.5)	1.2(+9.1)	1.1(+10.0)	2.2(+15.8)	1.8(+20.0)
0.2(-66.6)	1.0(0.0)	1.0(+11.1)	1.9(0.0)	1.7(+6.2)
0.1(0.0)	0.3(+50.0)	0.2(0.0)	0.3(0.0)	0.3(+50.0)
0.3(-57.1)	1.3(+8.3)	1.2(+9.1)	2.2(0.0)	2.0(+11.1)
0.1(-50.0)	1.0(0.0)	1.0(0.0)	2.2(+15.8)	1.7(-10.0)
0.1(0.0)	0.3(0.0)	0.3(+50.0)	0.3(0.0)	0.3(0.0)
0.2(-33.3)	1.3(0.0)	1.3(+8.3)	2.5(+13.6)	2.0(0.0)
*(-)	1.1(+10.0)	1.1(+10.0)	2.3(+4.5)	2.1(+23.9)
*(-)	0.3(0.0)	0.3(0.0)	0.4(+33.3)	0.3(0.0)
*(-)	1.4(+7.7)	1.4(+7.7)	2.7(+8.0)	2.4(+20.0)
(-)	(+27.2)	(+40.0)	(+42.1)	(+60.0)

X	XI	XII	Total	n
4.4	1.1	--	19.0	54
1.0	0.2	--	5.8	48
5.4	1.3	--	24.8	70
4.5(+2.3)	1.1(0.0)	--	20.5(+7 8)	60
1.0(0.0)	0.3(+50.0)	--	6.2 (+6.9)	53
5.5(+1.8)	1.4(+7.7)	--	26.7(+7.6)	75
4.9(+8.9)	1.2(+9.1)	--	22.2(+1.3)	66
1.2(+20.0)	0.4(+33.3)	--	7.1(+14.5)	60
6.1(+10.9)	1.6(+14.3)	--	29.3(+9.7)	82
5.2(+6.1)	1.4(+16.7)	--	24.1(+8.5)	72
1.2(0.0)	0.3(-25.0)	--	7.6(+7.0)	64
6.4(+4.9)	1.7(+6.2)	--	31.7(+8.2)	87
5.6(+7.7)	1.0(-28.5)	--	25.6(+6.2)	73
1.4(+16.7)	0.2(-33.3)	--	8.5(+11.8)	65
7.0(+9.2)	1.2(-29.4)	--	34.1(+7.5)	87
(+29.6)	(-7.7)		(+37.5)	
1.1	0.8	--	7.8	37
0.2	0.1	--	1.3	19
1.3	0.9	--	9.1	40
1.2(+9.1)	0.9(+12.5)	--	8.2(+5.1)	40
0.1(-50.0)	0.1(0.0)	--	1.3(0.0)	20
1.3(0.0)	1.0(+11.1)	--	9.5(+4.4)	45
1.4(+16.7)	0.9(0.0)	0.0(-)	8.3(+1.2)	41
0.2(+100.0)	0.1(0.0)	*(-)	1.5(+5.4)	25
1.6(+23.1)	1.0(0.0)	*(-)	9.8(+3.1)	45
1.6(+14.3)	1.2(+33.3)	0.1(-)	8.9(+7.6)	41
0.2(0.0)	0.1(0.0)	*(-)	1.5(0.0)	25
1.8(+12.5)	1.3(+30.0)	0.1(-)	10.4(+6.1)	43
1.6(0.0)	1.2(0.0)	0.1(0.0)	9.5(+6.7)	41
0.2(0.0)	0.2(+100.0)	*(-)	1.7(+13.3)	27
1.8(0.0)	1.4(+7.7)	0.1(0.0)	11.2(+7.7)	44
(+38.4)	(+55.6)	(-)	(+23.0)	

Contd.....7.

Sl. No.	States/ Union Territories.	Years	Sex	I	II	III	IV
12.	Punjab.	9	B	2.8	2.2	3 .2	3.2
			G	3.1	2.0	1.9	1.9
			T	5.9	4.2	4.1	4.1
		0	B	2.8(0.0)	2.1(-4.5)	2.3(+4.5)	3.3(+4.5)
			G	3.3(+6.4)	2.2(+10.0)	2.1(+10.5)	2.1(+10.5)
			T	6.2(+3.4)	4.3(+2.4)	4.4(+7.3)	4.4(+7.3)
		1	B	2.9(+3.5)	2.1(0.0)	2.2(-4.3)	2.3(0.0)
			G	3.5(+6.0)	2.5(+13.6)	2.3(+9.5)	2.3(+9.5)
			T	6.4(+4.9)	4.6(+7.9)	4.5(+2.2)	4.6(+4.5)
		2.	B	4.6(+58.6)	2.3(+9.5)	2.2(0.0)	2.2(-4.3)
			G	5.7(62.3)	2.7(+8.0)	2.6(+13.0)	2.7(+17.4)
			T	10.3(+60.9)	5.0(+8.7)	4.8(+6.7)	4.9(+6.5)
		3	B	4.3(-6.5)	3.1(+34.8)	2.4(+9.1)	2.4(+9.1)
			G	5.0(-12.2)	3.4(+25.9)	2.6(0.0)	2.3(+3.7)
			T	9.3(-9.7)	6.5(+30.0)	5.0(+4.1)	5.2(+6.1)
			%±	(+57.6)	(+54.7)	(+21.9)	(+26.8)
13.	Rajasthan.	9	B	0.5	0.4	0.4	0.4
			G	0.3	0.2	0.2	0.2
			T	0.8	0.6	0.6	0.6
		0	B	0.5(0.0)	0.4(0.0)	0.3(-25.0)	0.3(-25.0)
			G	0.3(0.0)	0.2(0.0)	0.3(+50.0)	0.3(+50.0)
			T	0.8(0.0)	0.6(0.0)	0.6(0.0)	0.6(0.0)
		1	B	0.4(-20.0)	0.4(0.0)	0.4(+33.3)	0.3(0.0)
			G	0.3(0.0)	0.2(0.0)	0.2(-33.3)	0.2(-33.3)
			T	0.7(-12.5)	0.6(0.0)	0.6(0.0)	0.5(-16.7)
		2.	B	0.3(-2 5.0)	0.3(-25.0)	0.3(-25.0)	0.3(0.0)
			G	0.2(-33.3)	0.1(-50.0)	0.2(0.0)	0.2(0.0)
			T	0.5(-28.5)	0.4(-33.3)	0.5(-16.7)	0.5(0.0)
		3	B	0.3(0.0)	0.2(-33.3)	0.2(-33.3)	0.3(0.0)
			G	0.2(0.0)	0.1(0.0)	0.2(0.0)	0.2(0.0)
			T	0.5(0.0)	0.3(-25.0)	0.4(-20.0)	0.5(0.0)
			%±	(-37.5)	(-50.0)	(-33.3)	(-16.7)

V	VI	VII	VIII	IX
6.5	9.3	8.3	7.9	6.6
2.2	2.9	2.5	2.1	1.2
3.7	12.2	10.8	10.0	7.8
7.1(+9.2)	10.1(+31.2)	8.5(+2.4)	7.4(-6.3)	7.9(+19.7)
2.3(+4.5)	3.3(+13.8)	2.8(+12.0)	2.3(+9.5)	1.7(+41.6)
9.4(+8.0)	13.4(+9.8)	11.3(+4.6)	9.7(-3.0)	9.6(+23.0)
6.9(-2.8)	11.0(+8.9)	9.6(+12.9)	8.0(+8.1)	7.8(-1.2)
2 .4(+4.3)	3.8(+15.1)	3.2(+14.3)	2.6(+13.0)	2.0(+17.6)
9.3(-1.0)	14.8(+10.4)	12.8(+13.2)	10.6(+9.2)	9.8(+2.1)
6.6(-4.3)	11.3(+2.7)	10.5(+9.3)	8.9(+11.2)	8.8(+12.8)
2.4(0.0)	4.2(+10.5)	3.5(+9.4)	2.9(+11.5)	2.6(+30.0)
9.0(-3.2)	15.5(+4.7)	14.0(+9.3)	11.8(+11.3)	11.4(+16.3)
6.5(-1.5)	11.7(+3.5)	10.8(+2.8)	9.7(+8.9)	9.1(+3.4)
2.7(+12.5)	4.6(+9.5)	3.8(+8.5)	3.4(+17.2)	3.2(+23.0)
9.2(+2.2)	16.3(+5.1)	14.6(+4.4)	13.1(+11.0)	12.3(+7.9)
(+5.7)	(+33.6)	(+35.1)	(+31.0)	(+57.7)
0.4	3.0	2.4	2.2	3.3
0.3	0.6	0.5	0.4	0.5
0.7	3.6	2.9	2.6	3.8
0.4(0.0)	3.3(+10.0)	2.8(+16.7)	2 .3(+4.5)	3.8(+15.1)
0.2(-33.3)	0.8(+33.3)	0.6(+20.0)	0.5(+25.0)	0.5(0.0)
0.6(-14.3)	4.1(+13.8)	3.4(+17.2)	2.8(+7.7)	4.3(+13.1)
0.4(0.0)	3.7(+12.1)	3.0(+7.1)	2.5(+8.8)	4.0(+5.2)
0.2(0.0)	0.8(0.0)	0.6(0.0)	0.5(0.0)	0.6(+20.0)
0.6(0.0)	4.5(+9.7)	3.6(+5.9)	3.0(+7.1)	4.6(+6.9)
0.4(0.0)	4.1(+10.8)	3.3(+10.0)	2.7(+8.0)	4.2(+5.0)
0.2(0.0)	1.0(+25.0)	0.7(+16.7)	0.6(+2 0.0)	0.7(+16.7)
0.6(0.0)	5.1(+13.3)	4.0(+11.1)	3.3(+10.0)	4.9(+6.5)
0.4(0.0)	4.3(+4.9)	3.3(0.0)	2.8(+3.7)	4.7(+11.9)
0.2(0.0)	1.0(0.0)	0.9(+28.5)	0.6(0.0)	0.8(+14.3)
0.6(0.0)	5.3(+3.9)	4.2(+5.0)	3.4(+3.0)	5.5(+12.2)
(-14.3)	(+47.2)	(+44.8)	(+30.8)	(+44.7)

X	XI	XII	Total	n
5.7	-	-	53.6	114
1.3	-	-	21.2	99
7.0	-	-	74.8	172
5.7(0.0)	* (-)	-	56.1(+4.6)	116
1.2(-7.7)	* (-)	-	23.6(+11.3)	104
6.9(-1.4)	0.1(-)	-	79.7(+6.5)	176
6.3(+19.3)	0.8(-)	-	60.4(+7.6)	118
1.7(+41.6)	0.2(-)	-	26.3(+11.0)	109
8.5(+23.2)	1.0(+900.0)	-	86.7(+8.8)	178
7.1(+4.4)	1.5(+87.5)	-	66.1(+9.4)	121
1.9(+11.7)	0.3(+50.0)	-	31.5(+19.7)	109
9.0(+5.8)	1.8(+80.0)	-	57.6(+12.5)	182
7.7(+8.4)	1.7(+13.3)	-	69.3(+4.8)	122
2.3(+21.0)	0.5(+66.6)	=	34.3(+8.9)	117
10.0(+11.1)	2.2(+22.2)	-	103.6(+6.1)	183
(+42.3)	(-)		(+38.4)	
2.7	0.7	-	16.3	44
0.4	*	-	3.6	26
3.1	0.7	-	19.9	59
2.9(+7.4)	0.9(+28.5)	-	17.8(+9.2)	50
0.4(0.0)	* (-)	-	4.0(+11.1)	31
3.3(+6.4)	0.9(+28.5)	-	21.8(+9.5)	65
3.1(+6.9)	0.9(0.0)	-	19.0(+6.7)	53
0.4(0.0)	0.1(-)	-	4.2(+5.0)	33
3.5(+6.1)	1.0(+11.1)	-	23.2(+6.4)	67
3.3(+6.4)	1.2(+33.3)	-	20.5(+7.9)	55
0.5(+25.0)	0.1(0.0)	-	4.5(+7.1)	33
3.8(+8.5)	1.3(+30.0)	-	25.0(+7.7)	67
3.3(0.0)	1.4(+16.7)	-	21.1(+2.4)	54
0.6(+20.0)	0.4(+300.0)	-	5.2(+15.6)	35
3.9(+2.6)	1.8(+38.4)	-	26.3(+5.2)	66
(+25.3)	(+63.6)		(+32.1)	

Sl. No.	States/ Union Territories.	Years	Sex	I	II	III	IV
14.	Uttar Pradesh	9	B	0.4	0.2	0.3	0.3
			G	1.1	0.8	0.8	0.9
			T	1.5	1.0	1.1	1.2
		0	B	0.4(0.0)	0.3(+50.0)	0.3(0.0)	0.3(0.0)
			G	1.1(0.0)	0.9(+12.5)	0.9(+12.5)	1.0(+11.1)
			T	1.5(0.0)	1.2(+20.0)	1.2(+9.1)	1.3(+8.3)
		1	B	0.4(0.0)	0.3(0.0)	0.3(0.0)	0.3(0.0)
			G	1.1(0.0)	1.0(+11.1)	1.1(+22.2)	1.1(+10.0)
			T	1.5(0.0)	1.3(+8.3)	1.4(+16.7)	1.4(+7.6)
		2	B	0.4(0.0)	0.3(0.0)	0.4(+33.3)	0.5(+66.7)
			G	1.2(+9.1)	1.1(+10.0)	1.1(0.0)	1.2(+9.1)
			T	1.6(+6.6)	1.4(+7.7)	1.5(+7.1)	1.7(+21.4)
		3.	B	0.4(0.0)	0.2(-33.3)	0.3(-25.0)	0.4(-20.0)
			G	1.0(-16.7)	1.0(-9.1)	1.1(0.0)	1.1(-8.3)
			T	1.4(-12.5)	1.2(-14.3)	1.4(-6.6)	1.5(-17.6)
			%±	(-6.6)	(+20.0)	(+27.2)	(+25.0)
15.	West Bengal.	9	B	0.1	0.3	0.6	0.6
			G	0.3	0.4	0.5	0.6
			T	0.4	0.7	1.1	1.2
		0	B	0.1(0.0)	0.3(0.0)	0.6(0.0)	0.7(+16.7)
			G	0.3(0.0)	0.4(0.0)	0.5(0.0)	0.6(0.0)
			T	0.4(0.0)	0.7(0.0)	1.1(0.0)	1.3(+8.3)
		1	B	0.1(0.0)	0.3(0.0)	0.5(-16.7)	0.6(-14.3)
			G	0.3(0.0)	0.4(0.0)	0.6(+20.0)	0.6(0.0)
			T	0.4(0.0)	0.7(0.0)	1.1(0.0)	1.2(-7.7)
		2	B	0.2(+100.0)	0.4(+33.3)	0.6(+20.0)	0.6(0.0)
			G	0.3(0.0)	0.4(0.0)	0.6(0.0)	0.7(+16.7)
			T	0.5(+25.0)	0.8(+14.3)	1.2(+9.1)	1.3(+8.3)
		3	B	0.2(0.0)	0.4(0.0)	0.6(0.0)	0.6(0.0)
			G	0.3(0.0)	0.4(0.0)	0.5(-16.7)	0.6(-14.3)
			T	0.5(0.0)	0.8(0.0)	1.1(-8.3)	1.2(-7.0)
			%±	(+25.0)	(+14.3)	(0.0)	(0.0)

V	VI	VII	VIII	IX
0.3	9.6	7.8	8.0	13.6
0.9	2.5	2.2	2.8	2.2
1.2	12.0	10.0	10.8	15.8
0.4(+33.3)	10.3(+8.4)	8.8(+12.8)	8.8(+10.0)	13.5(+0.7
0.9(0.0)	2.7(+8.0)	2 .4(+9.1)	2.2(-21.4)	2.3(+4.5)
1.3(+8.3)	13.0(+8.3)	11.2(+12.0)	11.0(+1.8)	15.8(0.0)
0.4(0.0)	11.[illegible] (+7.7)	9.8(+11.3)	9.8(+11.4)	14.7(+8.9)
1.1(+22.2)	3.1(+14.8)	2.7(+12.5)	2.7(+22.7)	2.4(+4.3)
1.5 (+15.4)	14.2(+9.2)	12.5(+11,6)	12.5(+13.6)	17.1(+8.2)
0.5(+25.0)	11.7(+5.4)	10.1(+3.0)	10.5(+7.1)	16.3(+10.9)
1.2(+9.1)	3.5(+12.9)	2.9(+7.4)	2.8(+3.7)	2.8(+16.7)
1.7(+13.3)	15.2(+7.0)	13.0(+4.0)	13.3(+6.4)	19.1(-11.6)
0.4(-20.0)	12.7(+8.5)	10.7(+5.9)	10.7(+1.9)	16.7(+2.4)
1.2(0.0)	4.0(+14.3)	3.3(+13.7)	3.2(+14.2)	3.2(+14.3)
1.6(-5.8)	16.7(+9.8)	14.0(+7.7)	13.9(+4.5)	19.9(+4.2)
(+33.3)	(+39.1)	(+40.0)	(+28.7)	(+25.9)
8.7	8.8	8.5	7.4	7.1
5.4	5.1	4.6	3.8	3.0
14.1	13.9	13.1	11.2	10.1
8.6(-1.1)	8.8(0.0)	8.7(+2.3)	7.8(+5.4)	7.4(+4.2)
6.1(+12.9)	5.5(+7.8)	5.2(+13.0)	4.3(+13.1)	3.4(+13.3)
14.7(+4.2)	14.3(+2.8)	13.9(+6.1)	12.1(+8.0)	10.8(+6.9)
9.6(+11.6)	9.3(+5.7)	9.2(+5.7)	8.4(+7.7)	8.6(+16.2)
6.7(+9.8)	6.3(+14.5)	6.0(+15.4)	5.2(+20.9)	4.1(+20.6)
16.3(+10.9)	15.6(+9.0)	15.2(+9.3)	13.6(+12.4)	12.7(+17.6)
10.7(+11.4)	10.1(+8.6)	9.7(+5.4)	8.6(+2.9)	8.9(+3.5)
7.9(+17.9)	6.8(+7.9)	6.4(+6.7)	5.6(+7.7)	4.6(+12.2)
18.6(+14.1)	16.9(+8.3)	16.1(+5.2)	14.2(+4.4)	13.5(+6.3)
10.8(+0.9)	10.9(+7.9)	10.0(+3.1)	8.9(+3.4)	8.7(-2.2)
8.3(+5.0)	7.4(+8.8)	6.6(+3.1)	5.8(+3.6)	4.6(0.0)
19.1(+2.6)	18.3(+8.2)	16.6(+3.1)	14.7(+3.5)	13.3(-1.4)
(+35.4)	(+31.6)	(+26.7)	(+31.2)	(+31.6)

X	XI	XII	Total	n
13.9	6.1	5.2	65.4	141
1.9	0.9	0.6	17.6	83
15.8	7.0	5.8	83.0	181
14.6(+5.0)	5.6(-8.2)	6.5(+25.0)	69.7(+6.5)	141
2.1(+10.5)	0.9(0.0)	0.9(+50.0)	18.4(+4.5)	81
16.7(+5.7)	6.5(-7.1)	7.4(+27.6)	88.1(+6.1)	183
15.4(+5.4)	5.9(+5.3)	6.3(-3.1)	74.6(+7.0)	142
2.3(+9.5)	1.0(+11.1)	0.9(0.0)	20.5(+11.4)	90
17.7(+5.9)	6.9(+6.1)	7.2(-2.7)	95.1(+7.9)	183
17.0(+10.3)	7.1(+20.3)	6.8(+7.9)	81.4(+8.1)	144
2.4(+4.3)	1.2(+20.0)	1.0(+11.1)	22.3(+9.7)	90
19.4(+9.6)	8.3(+16.9)	7.8(+8.3)	103.7(+9.0)	183
17.2(+1.1)	7.9(+11.2)	7.4(+8.8)	85.1(+4.5)	143
2.8(+16.7)	1.5(+25.0)	1.2(+20.0)	24.4(+9.4)	100
20.0(+3.0)	9.4(+13.2)	8.6(+10.2)	109.5(+5.6)	183
(+26.5)	(+34.3)	(+48.2)	(+31.8)	
4.7	0.7	-	47.5	141
1.8	0.2	-	25.5	125
6.5	0.9	-	73.0	219
5.3(+12.8)	1.3(+85.7)	-	49.6(+4.4)	144
2.2(+22.2)	0.3(+50.0)	-	28.7(+12.5)	133
7.5(+15.4)	1.6(+77.8)	-	78.3(+7.2)	222
6.0(+13.2)	2.3(+76.9)	-	55.0(+10.8)	145
2.5(+13.6)	0.6(+100.0)	-	33.1(+15.3)	140
8.5(+13.3)	2.9(+81.2)	-	88.1(+12.5)	225
6.3(+5.0)	2.0(-13.0)	-	58.0(+5.4)	145
2.9(+16.0)	0.9(+50.0)	-	37.2(+12.3)	144
9.2(+8.2)	2.9(0.0)	-	95.2(+8.0)	226
6.8(+7.9)	3.0(+50.0)	-	60.8(+4.8)	147
3.3(+13.8)	1.1(+22.2)	-	38.9(+4.6)	146
10.1(+9.7)	4.1(+41.3)	-	99.7(+4.7)	227
(+55.4)	(+355.6)		(+36.6)	

Sl. No.	States/ Union Territories	Years	Sex	I	II	III	IV
16	Delhi.	9	B	0.7	0.7	0.7	0.9
			G	0.3	0.3	0.3	0.3
			T	1.0	1.0	1.0	12
		0	B	0.8(+14.3)	0.7(0.0)	0.7(0.0)	0.8(-11.1)
			G	0.4(+33.3)	0.4(+33.3)	0.4(+33.3)	0.4(+33.3)
			T	1.2(+20.0)	1.1(+10.0)	1.1(+10.0)	1.2(0.0)
		1	B	0.5(-37.5)	0.5(-28.5)	0.6(-14.3)	0.6(-25.0)
			G	0.4(0.0)	0.4(0.0)	0.4(0.0)	0.4(0.0)
			T	0.9(-25.0)	0.9(-18.1)	1.0(-9.1)	1.0(-16.7)
		2	B	0.4(-20.0)	0.5(0.0)	0.6(0.0)	0.7(+16.7)
			G	0.4(0.0)	0.4(0.0)	0.4(0.0)	0.4(0.0)
			T	0.8(-11.1)	0.9(0.0)	1.0(0.0)	1.1(+10.0)
		3	B	0.4(0.0)	0.5(0.0)	0.5(-16.7)	0.6(-14.3)
			G	0.4(0.0)	0.4(0.0)	0.5(+25.0)	0.4(0.0)
			T	0.8(0.0)	0.9(0.0)	1.0(0.0)	1.0(-11.1)
			%±	(-20.0)	(-10.0)	(0.0)	(-16.7)
17.	Himachal Pradesh.	9	B	0.5	0.4	0.4	0.3
			G	0.2	0.2	0.1	0.1
			T	0.7	0.6	0.5	0.4
		0	B	0.5(0.0)	0.5(+25.0)	0.4(0.0)	0.3(0.0)
			G	0.2(0.0)	0.2(0.0)	0.2(+100.0)	0.2(+100.0)
			T	0.7(0.0)	0.7(+16.7)	0.6(+20.0)	0.5(+25.0)
		1	B	0.5(0.0)	0.4(-20.0)	0.4(0.0)	0.4(+33.3)
			G	0.2(0.0)	0.2(0.0)	0.2(0.0)	0.1(-50.0)
			T	0.7(0.0)	0.6(-14.3)	0.6(0.0)	0.5(0.0)
		2	B	0.5(0.0)	0.5(+25.0)	0.4(0.0)	0.4(0.0)
			G	0.3(+50.0)	0.2(0.0)	0.2(0.0)	0.2(+100.0)
			T	0.8(+14.3)	0.7(+16.7)	0.6(0.0)	0.6(+20.0)
		3	B	0.5(0.0)	0.5(0.0)	0.4(0.0)	0.4(0.0)
			G	0.3(0.0)	0.2(0.0)	0.2(0.0)	0.2(0.0)
			T	0.8(0.0)	0.7(0.0)	0.6(0.0)	0.6(0.0)
			%±	(+14.3)	(+16.7)	(+20.0)	(+50.0)

V	VI	VII	VIII	IX
0.9	2.0	1.7	1.5	1.5
0.3	1.0	0.6	0.6	0.5
1.2	3.0	2.3	2.1	2.0
1.0(+11.1)	2.1(+5.0)	1.9(+11.7)	1.6(+6.6)	1.5(0.0)
0.4(+33.3)	1.0(0.0)	0.9(+50.0)	0.7(+16.7)	0.6(+20.0)
1.4(+16.7)	3.1(+3.3)	2.8(+21.7)	2.3(+9.5)	2.1(+5.0)
0.6(-40.0)	2.1(0.0)	1.8(-5.2)	1.7(+6.2)	1.8(+20.0)
0.5(+25.0)	1.1(+10.0)	0.9(0.0)	0.8(+14.3)	0.8(+33.3)
1.1(-27.2)	3.2(+3.2)	2.7(-3.5)	2.5(+8.7)	2.6(+23.8)
0.7(+16.7)	2.1(0.0)	1.8(0.0)	1.7(0.0)	1.9(+5.5)
0.4(-20.0)	1.5(+36.3)	1.1(+22.2)	1.1(+37.5)	1.0(+25.0)
1.1(0.0)	3.6(+12.5)	2.9(+7.4)	2.8(+12.0)	2.9(+11.5)
0.6(-14.3)	2.6(+23.8)	2.2(+22.2)	1.9(+11.7)	2.2(+15.8)
0.4(0.0)	1.5(0.0)	1.3(+18.2)	1.1(0.0)	1.1(+10.0)
1.0(-9.1)	4.1(+13.9)	3.5(+20.6)	3.0(+7.1)	3.3(+13.8)
(-16.7)	(+36.6)	(+52.1)	(+42.8)	(+65.0)
0.3	0.6	0.5	0.4	0.3
0.1	0.1	0.1	*	*
0.4	0.7	0.6	0.4	0.3
0.4(+33.3)	0.7(+16.7)	0.6(+20.0)	0.5(+25.0)	0.3(0.0)
0.1(0.0)	0.1(0.0)	0.1(0.0)	0.1(-)	*(-)
0.5(+25.0)	0.8(+14.3)	0.7(+16.7)	0.6(+50.0)	0.3(0.0)
0.4(0.0)	0.8(+14.3)	0.6(0.0)	0.6(+20.0)	0.4(+33.3)
0.1(0.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)	*(-)
0.5(0.0)	0.9(+12.5)	0.7(0.0)	0.7(+16.7)	0.4(+33.3)
0.4(0.0)	0.8(0.0)	0.7(+16.7)	0.6(0.0)	0.5(+25.0)
0.1(0.0)	0.2(+100.0)	0.1(0.0)	0.1(0.0)	0.1(-)
0.5(0.0)	1.0(+11.1)	0.8(+14.3)	0.7(0.0)	0.6(+50.0)
0.4(0.0)	0.7(-12.5)	0.7(0.0)	0.6(0.0)	0.5(0.0)
0.2(+100.0)	0.1(-50.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)
0.6(+200.0)	0.8(-20.0)	0.8(0.0)	0.7(0.0)	0.6(0.0)
(+50.0)	(+14.3)	(+33.3)	(+75.0)	(+100.0)

X	XI	XII	Total	n
0.9	0.2	–	11.6	18
0.3	0.2	–	4.7	12
1.2	0.4	–	16.3	25
1.1(+22.2)	0.3(+50.0)	–	12.3(+6.0)	19
0.4(+33.3)	0.2(0.0)	–	5.7(+21.2)	14
1.5(+25.0)	0.5(+25.0)	–	18.0(+10.4)	28
1.1(0.0)	0.5(+66.6)	–	11.8(+4.0)	19
0.5(+25.0)	0.3(+50.0)	–	6.5(+14.0)	14
1.6(+6.6)	0.8(+60.0)	–	18.3(+1.6)	28
1.3(+18.1)	0.7(+40.0)	–	12.4(+5.0)	21
0.6(+20.0)	0.4(+33.3)	–	7.7(+18.4)	16
1.9(+18.7)	1.1(+37.5)	–	20.1(+9.8)	31
1.6(+23.0)	0.9(+28.5)	–	14.0(+12.9)	24
0.8(+33.3)	0.5(+25.0)	–	8.3(+7.8)	16
2.4(+26.3)	1.4(+27.2)	–	22.3(+10.9)	35
(+100.0)	(+250.0)		(+36.8)	
0.3	–	–	4.0	8
*	–	–	1.1	8
0.3	–	–	5.1	10
0.3(0.0)	–	–	4.4(+10.0)	9
*(-)	–	–	1.2(+9.1)	9
0.3(0.0)	–	–	5.6(+9.8)	11
0.4(+33.3)	–	–	4.9(+11.3)	10
*(-)	–	–	1.2(0.0)	10
0.4(+33.3)	–	–	6.1(+8.9)	12
0.3(-25.0)	*(-)	–	5.1(+4.0)	10
*(-)	*(-)	–	1.4(+16.7)	10
0.3(-25.0)	*(-)	–	6.5(+6.5)	12
0.4(+33.3)	*(-)	–	5.1(0.0)	10
0.1(-)	*(-)	–	1.6(+14.3)	10
0.5(+66.6)	*(-)	–	6.7(+3.1)	12
(+66.6)			(+31.3)	

Sl. No.	States/Union Territories	Years	Sex	I	II	III	IV
18.	Manipur	9	B	--	--	0.2	0.1
			G	--	--	0.1	0.1
			T	--	--	0.3	0.2
		0	B	--	--	0.2(0.0)	0.2(+100.0)
			G	--	--	0.1(0.0)	0.1(0.0)
			T	--	--	0.3(0.0)	0.3(+50.0)
		1	B	--	--	0.1(-50.0)	0.1(-50.0)
			G	--	--	0.1(0.0)	0.1(0.0)
			T	--	--	0.2(-33.3)	0.2(-33.3)
		2	B	--	--	0.1(0.0)	0.1(0.0)
			G	--	--	0.1(0.0)	0.1(0.0)
			T	--	--	0.2(0.0)	0.2(0.0)
		3	B	--	--	0.1(0.0)	0.1(0.0)
			G	--	--	0.1(0.0)	0.1(0.0)
			T	--	--	0.2(0.0)	0.2(0.0)
		%	±			(-33.3)	(0.0)
19.	Tripura	9	B	--	--	--	--
			G	--	--	--	--
			T	--	--	--	--
		0	B	--	--	--	--
			G	--	--	--	--
			T	--	--	--	--
		1	B	--	--	--	--
			G	--	--	--	--
			T	--	--	--	--
		2	B	--	--	--	--
			G	--	--	--	--
			T	--	--	--	--
		3	B	--	--	--	--
			G	--	--	--	--
			T	--	--	--	--
		%	±				

V	VI	VII	VIII	IX
0.2	0.1	0.3	0.3	0.2
*	0.1	0.1	*	*
0.2	0.2	0.4	0.3	0.2
0.1(-50.0)	0.2(+100.0)	0.4(+33.3)	0.3(0.0)	0.2(0.0)
0.1(-)	* (-)	*(-)	*(-)	*(-)
0.2(0.0)	0.2(0.0)	0.4(0.0)	0.3(0.0)	0.2(0.0)
0.2(+100.0)	0.2(0.0)	0.4(0.0)	0.3(0.0)	0.3(+50.0)
* (-)	*(-)	0.1(-)	0.1(-)	*(±)
0.2(0.0)	0.2(0.0)	0.5(+25.0)	0.4(+33.3)	0.3(+50.0)
0.1(-50.0)	0.2(0.0)	0.4(0.0)	0.3(0.0)	0.3(0.0)
0.1(-)	0.1(-)	0.1(0.0)	0.1(0.0)	*(-)
0.2(0.0)	0.3(+50.0)	0.5(0.0)	0.4(0.0)	0.3(0.0)
0.1(0.0)	0.2(0.0)	0.4(0.0)	0.3(0.0)	0.3(0.0)
0.1(0.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)	0.1(-)
0.2(0.0)	0.3(0.0)	0.5(0.0)	0.4(0.0)	0.4(+33.3)
(0.0)	(+50.0)	(+25.0)	(+33.3)	(+100.0)
*	0.4	0.4	0.3	0.3
*	0.2	0.2	0.2	0.2
*	0.6	0.6	0.5	0.5
*(-)	0.4(0.0)	0.4(0.0)	0.3(0.0)	0.3(0.0)
*(-)	0.3(+50.0)	0.3(+50.0)	0.3(+50.0)	0.2(0.0)
*(-)	0.7(+16.7)	0.7(+16.7)	0.6(+20.0)	0.5(0.0)
--	0.5(+25.0)	0.5(+25.0)	0.4(+33.3)	0.3(0.0)
--	0.3(0.0)	0.3(0.0)	0.3(0.0)	0.2(0.0)
--	0.8(+14.3)	0.8(+14.3)	0.7(+16.7)	0.5(0.0)
--	0.5(0.0)	0.4(-20.0)	0.5(+25.0)	0.4(+33.3)
--	0.3(0.0)	0.4(+33.3)	0.3(0.0)	0.3(+50.0)
--	0.8(0.0)	0.8(0.0)	0.8(+14.3)	0.7(+40.0)
--	0.5(0.0)	0.5(+25.0)	0.5(0.0)	0.4(0.0)
--	0.4(+33.3)	0.4(0.0)	0.3(0.0)	0.4(+33.3)
--	0.9(+12.5)	0.9(+12.5)	0.8(0.0)	0.8(+14.3)
(-)	(+50.0)	(+50.0)	(+60.0)	(+60.0)

X	XI	XII	Total	n
0.2	--	--	1.5	4
*	--	--	0.3	4
0.2	--	--	1.8	5
0.3(+50.0)	--	--	1.7(+13.3)	4
*(-)	--	--	0.3(0.0)	4
0.3(+50.0)	--	--	2.0(+11.1)	5
0.2(-33.3)	--	--	1.7(0.0)	4
*(-)	--	--	0.4(+33.3)	4
0.2(-33.3)	--	--	2.1(+5.0)	5
0.3(+50.0)	--	--	1.7(0.0)	4
*(-)	--	--	0.5(+25.0)	4
0.3(+50.0)	--	--	2.2(+4.8)	5
0.3(0.0)	--	--	1.7(0.0)	4
*(-)	--	--	0.6(+20.0)	4
0.3(0.0)	--	--	2.3(+4.5)	5
(+50.0)			(+27.8)	
0.1	--	--	1.6	6
0.1	--	--	1.0	5
0.2	--	--	2.5	8
0.3(+100.0)	0.2(-)	--	1.8(+20.0)	6
0.1(0.0)	0.1(-)	--	1.2(+20.0)	5
0.3(+50.0)	0.3(-)	--	3.0(+20.0)	8
0.2(0.0)	0.1(-50.0)	--	2.0(+11.1)	6
0.1(0.0)	0.1(0.0)	--	1.3(+8.3)	5
0.3(0.0)	0.2(-33.3)	--	3.3(+10.0)	8
0.3(+50.0)	0.1(0.0)	--	2.1(+5.0)	6
0.2(+100.0)	0.1(0.0)	--	1.7(+30.7)	5
0.5(+66.6)	0.2(0.0)	--	3.8(+15.1)	8
0.3(0.0)	0.1(0.0)	--	2.2(+4.5)	6
0.3(+50.0)	0.1(0.0)	--	2.0(+17.6)	5
0.6(+20.0)	0.2(0.0)	--	4.2(+10.5)	8
(+200.0)	(-)		(+68.0)	

Contd.....11.

Sl. No.	States/Union Territories	Years	Sex	I	II	III	IV
20.	Nagaland	9	B	--	--	--	0.1
			G	--	--	--	*
			T	--	--	--	0.1
		0	B	--	--	--	0.1(0.0)
			G	--	--	--	* (-)
			T	--	--	--	0.1(0.0)
		1	B	--	--	--	--
			G	--	--	--	--
			T	--	--	--	--
		2	B	--	--	--	--
			G	--	--	--	--
			T	--	--	--	--
		3	B	--	--	--	--
			G	--	--	--	--
			T	--	--	--	--
		%	±				(-)
21.	Goa,Daman & Diu	9	B	0.2	0.2	0.1	0.1
			G	0.2	0.2	0.1	0.1
			T	0.4	0.2	0.2	0.2
		0	B	0.2(0.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)
			G	0.2(0.0)	0.2(+100.0)	0.1(0.0)	0.1(0.0)
			T	0.4(0.0)	0.3(+50.0)	0.2(0.0)	0.2(0.0)
		1	B	0.2(0.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)
			G	0.2(0.0)	0.2(0.0)	0.1(0.0)	0.1(0.0)
			T	0.4(0.0)	0.3(0.0)	0.2(0.0)	0.2(0.0)
		2	B	0.2(0.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)
			G	0.3(+50.0)	0.2(0.0)	0.1(0.0)	0.1(0.0)
			T	0.4(0.0)	0.3(0.0)	0.2(0.0)	0.2(0.0)
		3.	B	0.2(0.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)
			G	0.3(0.0)	0.2(0.0)	0.2 (+100.0)	0.2(+100.0)
			T	0.5(+25.0)	0.3(+50.0)	0.3(+50.0)	0.3(+50.0)
		%	±	(+25.0)	(+50.0)	(+50.0)	(+50.0)

V	VI	VII	VIII	IX
0.1	0.1	0.2	0.2	0.2
*	*	*	*	*
0.3	0.1	0.2	0.2	0.2
*(-)	0.1(0.0)	0.2(0.0)	0.1(-50.0)	0.1(-50)
*(-)	*(-)	*(-)	*(-)	*(-)
0.1(0.0)	0.1(0.0)	0.2(0.0)	0.2(0.0)	0.1(-50.0)
0.1(-)	0.1(0.0)	0.1(-50.0)	0.1(0.0)	0.1(0.0)
*(-)	*(-)	0.1(-)	0.1(-)	*(-)
0.1(0.0)	0.1(0.0)	0.2(0.0)	0.2(0.0)	0.1(0.0)
0.1(0.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)
*(-)	*(-)	0.1(0.0)	0.1(0.0)	*(-)
0.1(0.0)	0.1(0.0)	0.2(0.0)	0.2(0.0)	0.1(0.0)
0.1(0.0)	0.1(0.0)	0.2(+100.0)	0.1(0.0)	0.1(0.0)
*(-)	*(-)	0.1(0.0)	0.1(0.0)	*(-)
0.1(0.0)	0.1(0.0)	0.3(+50.5)	0.2(0.0)	0.1(0.0)
(0.0)	(0.0)	(+50.0)	(0.0)	(-50.0)
0.2	0.2	0.2	0.2	0.1
0.2	0.1	0.1	0.1	0.1
0.4	0.3	0.3	0.3	0.2
0.1(-50.0)	0.1(-50.0)	0.2(0.0)	0.2(0.0)	0.1(0.0)
0.2(0.0)	0.2(+100.0)	0.2(+100.0)	0.1(0.0)	0.1(0.0)
0.3(-25.0)	0.3(0.0)	0.4(+33.3)	0.3(0.0)	0.2(0.0)
0.2(+100.0)	0.2(+100.0)	0.2(0.0)	0.2(0.0)	0.2(+100.0)
0.2(0.0)	0.2(0.0)	0.2(0.0)	0.1(0.0)	0.1(0.0)
0.4(+33.3)	0.4(+33.3)	0.4(0.0)	0.3(0.0)	0.3(+50.0)
0.2(0.0)	0.2(0.0)	0.2(0.0)	0.1(-50.0)	0.2(0.0)
0.2(0.0)	0.2(0.0)	0.2(0.0)	0.2(+100.0)	0.1(0.0)
0.4(0.0)	0.4(0.0)	0.4(0.0)	0.3(0.0)	0.3(0.0)
0.3(+50.0)	0.3(+50.0)	0.2(0.0)	0.2(+100.0)	0.2(0.0)
0.2(0.0)	0.2(0.0)	0.2(0.0)	0.2(0.0)	0.2(+100.0)
0.5(+25.0)	0.5(+25.0)	0.4(0.0)	0.4(+33.3)	0.4(+33.3)
(+25.0)	(+66.7)	(+33.3)	(+33.3)	(+100.0)

X	XI	XII	Total	n
0.1	--	--	0.8	2
*	--	--	0.1	2
0.1	--	--	0.9	2
0.1(0.0)	--	--	0.7(12.5)	2
*(-)	--	--	0.1(0.0)	2
0.1(0.0)	--	--	0.8(-11.1)	2
0.1(0.0)	--	--	0.6(14.3)	2
*(-)	--	--	0.1(0.0)	2
0.1(0.0)	--	--	0.7(-12.5)	2
0.1(0.0)	--	--	0.7(+16.7)	2
*(-)	--	--	0.1(+0.0)	2
0.1(0.0)	--	--	0.8(+14.3)	2
0.1(0.0)	--	--	0.7(-0.0)	2
*(-)	--	--	0.2(+100.0)	2
0.1(0.0)	--	--	0.0(+12.5)	2
(0.0)			(0.0)	
0.1	0.1	--	1.5	6
0.1	0.1	--	1.3	9
0.2	0.2	--	2.8	9
0.2(+100.0)	0.1(0.0)	--	1.6(+6.6)	7
0.1(0.0)	*(-)	--	1.4(+7.7)	9
0.3(+50.0)	0.1(-50.0)	--	3.0(+7.1)	9
0.1(-50.0)	0.1(0.0)	--	1.5(-6.2)	7
0.1(0.0)	0.1(-)	--	1.5(+14.3)	9
0.2(-33.3)	0.2(+100.0)	--	3.1(+3.3)	9
0.2(+100.0)	0.1(0.0)	--	1.6(+6.6)	7
0.1(0.0)	0.1(0.0)	--	1.6(0.0)	9
0.3(+50.0)	0.2(0.0)	--	3.2(+3.2)	9
0.2(0.0)	0.1(0.0)	--	1.9(+18.7)	7
0.1(0.0)	0.1(0.0)	--	2.0(+25.0)	10
0.3(0.0)	0.2(0.0)	--	3.9(+21.9)	10
(+50.0)	(0.0)		(+39.2)	

Contd......12.

Sl. No.	States/ Union Territories	Years	Sex	I	II	III	IV
22.	Pandicherry	9	B	*	*	*	*
			G	0.1	0.1	0.1	0.1
			T	0.1	0.1	0.1	0.1
		0	B	*(-)	*(-)	*(-)	*(-)
			G	0.2(+100.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)
			T	0.2(+100.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)
		1	B	*(-)	*(-)	*(-)	*(-)
			G	0.2(0.0)	0.2(+100.0)	0.2(+100.0)	0.2(+100.0)
			T	0.2(0.0)	0.2(+100.0)	0.2(+100.0)	0.2(+100.0)
		2	B	0.1(-)	*(-)	*(-)	*(-)
			G	0.2(0.0)	0.2(0.0)	0.2(0.0)	0.1(-50.0)
			T	0.3(+50.0)	0.2(0.0)	0.2(0.0)	0.1(-50.0)
		3	B	0.1(0.0)	*(-)	*(-)	*(-)
			G	0.3(+50.0)	0.3(+50.0)	0.2(0.0)	0.2(+100.0)
			T	0.4(+33.3)	0.3(+50.0)	0.2(0.0)	0.2(+100.0)
			%±	(+300.0)	(+200.0)	(+100.0)	(+100.0)
23	Total:India	9	B	9.8	7.7	8.1	12.2
			G	9.7	7.3	7.3	9.0
			T	19.5	15.0	15.4	21.2
		0	B	9.8(0.0)	7.9(+3.9)	8.3(+2.4)	12.1(+0.8)
			G	10.2(+5.1)	8.0(+9.6)	7.9(+8.2)	9.5(+5.9)
			T	20.0(+2.5)	15.9(+6.0)	16.2(+5.2)	21.6(+1.4)
		1	B	9.2(-6.1)	7.5(-5.0)	7.9(-4.8)	11.2(-7.4)
			G	10.6(+3.9)	8.5(+6.2)	8.4(+6.3)	9.7(+2.1)
			T	19.8(-1.0)	16.0(+0.6)	16.3(+0.6)	20.9(-3.2)
		2	B	10.4(+13.0)	7.1(-5.3)	7.5(-5.0)	10.7(-4.4)
			G	11.9(+12.2)	8.0(-5.9)	8.1(-3.5)	9.8(+1.0)
			T	22.3(+12.6)	15.1(-5.6)	15.6(-4.3)	20.5(-1.9)
		3	B	10.0(-3.8)	7.6(+7.0)	7.4(-1.3)	11.0(+2.8)
			G	11.1(-6.7)	8.7(+8.7)	8.2(+1.2)	9.8(0.0)
			T	21.1(-5.7)	16.3(+7.9)	15.6(0.0)	20.3(+1.4)
			%±	(+8.2)	(+8.6)	(+1.3)	(-1.4)

V	VI	VII	VIII	IX
*	*	*	0.1	0.1
0.1	0.1	0.1	0.1	0.1
0.1	0.1	0.1	0.2	0.2
*(-)	*(-)	*(-)	0.1(0.0)	0.1(0.0)
0.1(0.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)
0.1(0.0)	0.1(0.0)	0.1(0.0)	0.2(0.0)	0.2(0.0)
*(-)	*(-)	*(-)	0.1(0.0)	0.1(0.0)
0.2(+100.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)	0.1(0.0)
0.2(+100.0)	0.2(+100.0)	0.1(0.0)	0.2(0.0)	0.2(0.0)
*(-)	0.1(0.0)	0.1(-)	0.1(0.0)	0.1(0.0)
0.2(0.0)	0.2(+100.0)	0.1(0.0)	0.2(+100.0)	0.2(+100.0)
0.2(0.0)	0.3(+50.0)	0.2(+100.0)	0.3(+50.0)	0.3(+50.0)
*(-)	0.1(0.0)	0.1(0.0)	0.1(0.0)	0.2(+100.0)
0.2(0.0)	0.2(0.0)	0.2(+100.0)	0.2(0.0)	0.2(0.0)
0.2(0.0)	0.3(0.0)	0.3(+50.0)	0.3(0.0)	0.4(+33.3)
(+100.0)	(+200.0)	(+200.0)	(+50.0)	(+100.0)
31.9	74.3	67.0	86.4	97.2
17.4	30.7	26.6	28.2	23.7
49.3	105.0	93.6	114.6	110.9
32.9(+3.1)	81.9(+10.2)	72.5(+8.2)	93.1(+7.7)	94.0(+7.8)
19.2(+10.3)	34.4(+12.0)	29.6(+11.2)	31.0(+9.9)	26.0(+9.7)
52.1(+5.6)	116.3(+10.8)	102.1(+9.0)	124.1(+8.2)	120.0(+8.2)
34.3(+4.2)	86.8(+5.9)	80.6(+11.1)	103.0(+10.6)	102.6(+9.1)
20.8(+8.3)	38.5(+11.9)	35.1(+18.5)	36.8(+18.7)	29.8(+14.6)
55.1(+5.7)	125.3(+7.7)	115.7(+13.3)	139.8(+12.6)	132.4(+10.2)
38.1(+11.0)	90.6(+4.3)	85.0(+5.4)	115.0(+11.6)	112.1(+9.2)
24.8(+19.2)	42.2(+9.6)	37.7(+7.4)	44.1(+19.8)	35.6(+19.4)
62.9(+14.1)	132.8(+5.9)	122.7(+6.0)	159.1(+13.8)	147.7(+11.5)
39.1(+2.6)	92.4(+1.9)	86.8(+2.2)	118.8(+3.3)	121.4(+8.2)
26.8(+8.0)	43.5(+3.0)	39.5(+4.7)	47.5(+7.7)	40.9(+14.8)
65.9(+4.7)	135.9(+2.3)	126.3(+2.9)	166.3(+4.8)	162.3(+9.8)
(+33.6)	(+29.4)	(+34.9)	(+45.1)	(+46.3)

X	XI	XII	Total	N
*	0.1	-	0.4	2
0.1	*	-	1.0	3
0.1	0.1	-	1.4	4
0.1(-)	0.1(0.0)	-	0.5(+25.0)	2
0.1(0.0)	0.1(-)	-	1.1(+10.0)	3
0.2(+100.0)	0.2(+100.0)	-	1.6(+14.3)	4
0.1(0.0)	0.1(0.0)	-	0.6(+20.0)	2
0.1(0.0)	0.1(0.0)	-	1.3(+18.1)	3
0.2(0.0)	0.2(0.0)	-	1.9(+18.7)	4
0.1(0.0)	0.1(0.0)	-	0.8(+33.3)	3
0.1(0.0)	0.1(0.0)	-	1.6(+23.0)	3
0.2(0.0)	0.2(0.0)	-	2.4(+26.0)	5
0.1(0.0)	0.1(0.0)	-	0.9(+12.5)	3
0.1(0.0)	0.1(0.0)	-	2.0(+25.0)	3
0.2(0.0)	0.2(0.0)	-	2.9(+20.8)	5
(+100.0)	(+100.0)		(+107.1)	
72.1	35.1	5.7	497.7	1307
18.5	9.2	0.7	188.3	1072
90.6	44.3	6.4	686.0	1697
77.7(+7.7)	37.0(+5.4)	7.3(+28.0)	534.5(+7.4	1360
19.7(+6.4)	8.8(-4.3)	1.0(+42.8)	205.4(+9.0)	1130
97.4(+7.5)	45.8(+3.4)	8.3(+29.7)	739.9(+7.8)	1756
85.5(+12.6)	42.2(+14.0)	7.6(+4.1)	578.5(+8.2)	1406
22.2(+12.7)	9.5(+7.9)	1.1(+10.0)	231.0(+12.4)	1210
107.7(+10.5)	51.7(+12.9)	8.7(+4.8)	809.5(+9.4)	1797
93.7(+9.5)	46.6(+10.4)	8.6(+13.1)	625.2(+8.0)	1454
25.2(+13.5)	10.9(+14.7)	1.3(+18.1)	259.6(+12.3)	1257
118.9(+10.4)	57.5(+11.2)	9.9(+13.8)	884.8(+9.3)	1840
100.0(+6.7)	53.2(+14.1)	9.6(+11.6)	657.3(+5.1)	1466
28.6(+13.4)	13.0(+19.2)	1.5(+15.4)	279.0(+7.4)	1304
128.6(+6.4)	66.2(+15.1)	11.1(+12.1)	936.3(+5.8)	1851
(+41.9)	(+49.4)	(+73.4)	(+36.4)	

NO: 19(B)

Sl. NO:	States/Union Territories	Year			
			I	II	III
1.	Andhra Pradesh	1959	1.6	1.4	1.3
		1960	1.7	1.4	1.4
		1961	1.7	1.5	1.5
		1962	1.9	1.6	1.6
		1963	1.9	1.7	1.6
2.	Assam	1959	1.0	1.0	1.3
		1960	1.0	1.0	1.3
		1961	1.0	1.0	1.3
		1962	1.0	1.0	1.0
		1963	1.0	1.0	1.0
3.	Bihar	1959	--	--	--
		1960	--	--	--
		1961	--	--	--
		1962	--	--	--
		1963	--	--	--
4.	Gujarat	1959	2.7	2.0	2.0
		1960	2.7	2.0	2.0
		1961	2.7	2.0	2.0
		1962	2.7	2.0	2.0
		1963	2.3	2.0	2.0

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Number of Sections in different classes of Sample Schools during 1959 to 1963 as on 31st March each year.

Average number of Sections in classes					
IV	V	VI	VII	VIII	IX
1.4	1.5	2.2	2.0	1.9	2.0
1.4	1.5	2.4	1.9	1.8	2.0
1.4	1.5	2.4	2.0	1.8	1.8
1.5	1.6	2.4	2.1	1.9	1.9
1.5	1.6	2.4	2.1	2.0	2.0
1.6	1.7	1.6	1.7	1.5	1.3
1.7	1.6	1.6	1.6	1.5	1.3
1.7	1.7	1.6	1.7	1.6	1.4
1.8	1.7	1.7	1.7	1.5	1.4
1.8	1.7	1.6	1.7	1.7	1.4
1.7	1.9	1.6	1.6	1.8	1.7
1.8	1.8	1.6	1.6	1.8	1.8
2.0	1.7	1.7	1.6	1.9	1.8
2.0	1.8	1.7	1.7	2.0	1.9
2.0	1.8	1.6	1.7	2.0	2.0
1.7	1.8	1.9	2.0	2.5	2.1
1.7	1.7	1.8	2.1	2.7	2.2
2.0	1.9	1.9	2.1	2.8	2.4
2.0	1.9	2.0	2.1	3.1	2.6
2.0	1.9	2.8	3.1	3.8	3.1

X	XI	XII	Total	n
2.0	1.9	3.8	12.6	118
1.9	1.9	3.1	12.4	130
1.8	1.8	2.6	12.5	138
1.7	1.8	2.7	13.0	139
1.7	1.6	2.8	13.5	140
1.2	1.9	--	9.5	60
1.2	1.0	--	9.6	62
1.3	2.0	--	10.5	63
1.3	2.0	--	10.8	64
1.3	2.0	--	10.9	65
1.6	1.4	1.3	7.9	120
1.6	1.5	1.3	8.2	122
1.7	1.5	1.5	8.5	122
1.8	1.6	1.7	8.8	121
1.9	1.7	1.8	9.2	121
2.0	1.7	--	10.7	76
2.1	1.7	--	11.4	76
2.0	1.7	--	12.2	75
2.2	1.6	--	13.0	77
2.9	2.2	--	16.4	84

			I	II	III
5.	Jammu & Kashmir	1959	1.7	1.1	1.2
		1960	1.7	1.1	1.2
		1961	1.5	1.3	1.3
		1962	1.4	1.1	1.1
		1963	1.6	1.2	1.1
6.	Kerala:	1959	2.6	2.6	2.4
		1960	2.6	2.6	2.3
		1961	2.3	2.6	2.3
		1962	1.3	1.5	1.5
		1963	2.2	1.5	1.5
7.	Madhya Pradesh	1959	1.8	1.5	1.5
		1960	2.0	1.7	1.6
		1961	2.1	1.7	1.6
		1962	2.1	1.8.	1.8
		1963	2.1	1.9	1.9
8.	Madras	1959	2.0	1.8	1.9
		1960	2.2	1.9	1.9
		1961	2.4	2.1	1.9
		1962	2.4	2.3	2.0
		1963	2.9	2.1	2.1
8.	Maharashtra	1959	1.7	1.5	1.4
		1960	1.6	1.6	1.5
		1961	1.8	1.6	1.6
		1962	1.9	1.7	1.6
		1963	2.0	1.7	1.7

IV	V	VI	VII	VIII	IX
1.3	1.2	1.3	1.4	1.4	1.5
1.2	1.3	1.3	1.4	1.4	1.4
1.2	1.3	1.4	1.4	1.5	1.4
1.2	1.2	1.3	1.4	1.4	1.3
1.2	1.3	1.4	1.4	1.5	1.4
2.	2.1	2.7	2.6	2.5	2.9
2.2	2.1	3.6	2.6	3.0	2.9
2.3	2.4	3.8	3.8	3.7	3.8
1.5	2.7	3.9	3.7	5.6	3.2
2.0	2.8	3.4	3.5	5.4	4.2
1.4.	1.4	2.3	1.9	1.8	2.1
1.6	1.5	2.6	2.2	2.0	2.3
1.7	1.6	2.5	2.4	2.0	2.4
1.7	1.8	2.5	2.4	2.1	2.4
1.9	1.9	2.5	2.3	2.2	2.5
1.6	1.7	2.8	2.4	2.3	2.2
1.6	1.7	2.8	2.4	2.3	2.2
1.6	1.7	2.7	2.5	2.4	2.2
1.7	1.8	2.6	2.3	2.3	2.3
1.8	2.10	2.8	2.5	2.5	2.5
1.4	1.9	1.9	1.7	2.1	2.1
1.5	1.9	1.8	1.8	2.3	2.2
1.6	2.0	1.9	1.8	2.3	2.4
1.6	2.1	2.0	1.9	2.4	2.4
1.6	2.1	2.1	1.9	2.5	2.4

X	XI	XII	Total	n
1.7	XI	--	11.7	19
1.4	--	--	11.3	20
1.4	1.0	--	11.6	21
1.6	2.0	--	11.5	21
1.5	1.7	--	12.0	21
2.3	1.7	--	15.9	102
2.1	1.9	--	17.1	103
2.2	1.9	--	18.2	103
2.2	1.0	--	20.4	104
2.3	1.0	--	21.0	105
2.0	1.9	--	10.1	78
2.2	1.7	--	11.3	82
2.2	2.0	--	11.7	90
2.2	2.2	--	14.4	92
2.2	2.0	--	12.6	95
2.1	1.8	--	12.6	121
2.0	1.7	--	12.9	128
1.9	1.8	--	13.2	143
1.9	1.6	--	13.0	159
2.0	1.7	--	14.1	146
1.9	1.7	--	9.8	156
1.9	1.6	--	10.6	157
2.0	1.7	--	11.7	155
2.2	1.8	--	12.4	155
2.2	1.8	--	13.0	155

			I	II	III
10	Mysore	1959	1.5	1.5	1.5
		1960	1.5	1.5	1.5
		1961	1.5	1.5	1.5
		1962	1.5	1.5	1.5
		1963	1.5	1.5	1.8
11.	Orissa	1959	--	--	--
		1960	--	--	--
		1961	--	--	--
		1962	--	--	--
		1963	--	--	--
12.	Panjab:	1959	1.5	1.3	1.2
		1960	1.5	1.3	1.3
		1961	1.5	1.3	1.3
		1962	1.8	1.4	1.3
		1963	1.9	1.5	1.4
13.	Rajasthan	1959	1.4	1.2	1.2
		1960	1.5	1.4	1.3
		1961	1.4	1.3	1.3
		1962	1.4	1.2	1.2
		1963	1.2	1.2	1.2
14.	Uttar Pradesh:	1959	1.6	1.3	1.3
		1960	1.7	1.4	1.5
		1961	1.8	1.5	1.6
		1962	1.7	1.6	1.6
		1963	1.6	1.5	1.6

IV	V	VI	VII	VIII	IX
1.4	1.3	1.5	1.5	2.3	2.3
1.4	1.4	1.6	1.7	2.3	2.2
1.4	1.3	1.6	1.7	2.4	2.1
1.4	1.5	1.8	1.7	2.3	2.2
1.4	1.5	1.7	1.7	2.6	2.3
1.2	1.2	1.3	1.3	1.4	1.4
1.0	1.3	1.4	1.3	1.3	1.3
1.0	1.1	1.5	1.3	1.4	1.3
1.0	1.0	1.5	1.5	1.5	1.4
1.0	1.0	1.6	1.6	1.5	1.5
1.2	1.4	1.6	1.6	1.6	1.5
1.3	1.5	1.7	1.6	1.5	1.6
1.3	1.4	1.7	1.7	1.6	1.6
1.4	1.4	1.8	1.8	1.7	1.7
1.4	1.4	1.9	1.8	1.8	1.6
1.1	1.2	2.0	1.7	1.6	2.6
1.1	1.2	2.0	1.7	1.5	2.5
1.1	1.2	2.1	1.9	1.6	2.3
1.3	1.3	2.3	2.0	1.7	2.3
1.3	1.4	2.4	2.1	1.8	2.5
1.2	1.3	1.9	1.7	1.6	2.6
1.3	1.4	1.9	1.8	1.8	2.5
1.4	1.6	2.0	1.9	1.8	2.6
1.6	1.6	2.2	2.0	1.9	2.6
1.4	1.6	2.3	2.1	2.0	2.8

X	XI	XII	Total	n
2.3	2.0	--	8.3	69
2.2	1.8	--	8.3	75
2.1	1.9	--	8.1	83
2.1	1.8	--	8.6	87
2.0	1.8	--	8.9	85
1.3	1.3	--	7.2	37
1.3	1.2	--	6.8	41
1.3	1.3	--	6.7	42
1.3	1.2	--	7.1	42
1.3	1.2	--	7.4	42
1.5	2.0	--	11.1	163
1.4	1.7	--	11.3	166
1.5	2.0	--	11.8	170
1.5	2.3	--	12.7	171
1.6	2.3	--	13.6	175
2.5	2.4	--	10.6	60
2.4	2.4	--	10.4	65
2.2	1.7	--	10.9	67
2.2	1.6	--	11.7	67
2.1	1.8	--	12.4	65
2.6	2.1	2.0	12.6	174
2.6	2.0	2.1	13.1	174
2.8	2.0	2.1	13.7	173
2.8	2.0	2.0	15.5	177
2.7	2.1	1.9	16.0	176

			I	II	III
15.	West Bengal	1959	1.4	1.8	2.3
		1960	1.4	1.9	2.0
		1961	1.3	1.8	2.1
		1962	1.4	1.8	2.3
		1963	1.4	2.0	2.1
16.	Delhi	1959	2.0	2.0	2.0
		1960	1.9	1.8	1.8
		1961	1.9	1.8	2.0
		1962	1.6	1.7	2.0
		1963	1.7	1.6	1.9
17.	Himachal Pradesh	1959	1.4	1.4	1.4
		1960	1.4	1.3	1.3
		1961	1.8	1.4	1.6
		1962	1.7	1.7	1.6
		1963	1.9	1.9	1.8
18.	Manipur	1959	--	--	1.7
		1960	--	--	1.7
		1961	--	--	2.5
		1962	--	--	2.0
		1963	--	--	2.0
19.	Tripura	1959	--	--	--
		1960	--	--	--
		1961	--	--	--
		1962	--	--	--
		1963	--	--	--

IV	V	VI	VII	VIII	IX
2.3	1.8	1.8	1.7	1.6	1.5
2.3	1.9	1.8	1.8	1.6	1.5
2.2	2.0	1.9	1.8	1.6	1.6
2.2	2.1	2.0	1.9	1.7	1.6
2.4	2.2	2.1	1.9	1.8	1.6
2.5	2.3	2.9	2.4	2.3	2.3
2.2	2.3	2.9	2.7	2.5	2.2
2.0	2.2	2.9	2.6	2.4	2.6
2.1	2.1	2.8	2.3	2.2	2.5
2.0	2.7	2.9	2.5	2.3	2.6
1.1	1.2	1.4	1.4	1.4	1.6
1.2	1.1	1.8	1.6	1.6	1.4
1.2	1.6	1.7	1.7	1.8	1.4
1.7	1.6	2.0	1.7	1.8	1.9
1.7	1.7	2.1	2.0	1.7	1.8
1.3	1.7	1.5	1.8	2.0	1.3
1.7	1.7	1.8	2.2	1.6	1.5
2.0	2.0	1.5	2.0	1.6	1.5
2.0	1.7	1.5	2.2	1.6	1.8
2.0	1.3	1.5	2.2	1.6	2.0
--	2.0	1.9	1.6	1.6	1.6
--	1.0	2.3	2.0	1.8	1.6
--	--	2.5	2.3	1.9	1.7
--	--	2.5	2.4	2.3	2.0
--	--	2.6	2.3	2.1	2.1

X	XI	XII	Total	n
1.3	1.2	--	10.1	206
1.3	1.6	--	10.5	209
1.4	1.6	--	10.8	212
1.4	1.7	--	11.5	213
1.4	1.7	--	12.0	216
2.2	1.9	--	17.2	25
1.9	1.9	--	17.5	26
1.9	1.6	--	17.6	29
2.0	1.6	--	17.3	32
2.0	1.8	--	17.9	32
1.8	--	--	12.0	9
1.8	--	--	12.7	10
1.8	--	--	13.7	11
1.5	--	--	14.9	11
1.4	1.0	--	16.6	11
1.7	--	--	10.0	5
1.5	--	--	12.3	5
1.3	--	--	11.5	5
1.8	--	--	12.0	5
1.8	--	--	12.0	5
1.1	--	--	7.8	8
1.1	1.0	--	8.7	8
1.3	1.3	--	9.9	8
1.4	1.7	--	11.0	8
1.6	1.3	--	12.5	8

			I	II	III
20	Nagaland	1959	--	--	--
		1960	--	--	--
		1961	--	--	--
		1962	--	--	--
		1963	--	--	--
21.	Goa, Daman & Diu	1959	2.3	1.5	1.5
		1960	2.3	1.3	1.3
		1961	2.3	1.3	1.3
		1962	2.3	1.3	1.3
		1963	3.0	1.3	1.3
22.	Pondicherry	1959	1.5	1.5	1.5
		1960	2.0	2.0	2.0
		1961	2.5	3.0	2.0
		1962	2.5	2.5	2.5
		1963	3.5	3.0	2.5
TOTAL ::	INDIA	1959	1.7	1.5	1.5
		1960	1.7	1.5	1.5
		1961	1.7	1.5	1.6
		1962	1.9	1.5	1.6
		1963	1.9	1.6	1.6

D.V.Malik

IV	V	VI	VII	VIII	IX
2.0	2.0	3.0	2.0	2.0	2.0
2.0	2.0	3.0	2.0	2.0	2.0
--	2.0	2.0	2.0	2.0	2.0
--	2.0	3.0	2.0	2.5	2.0
--	2.0	3.0	2.0	2.5	2.0
1.5	1.2	1.2	1.3	1.3	1.4
1.8	1.2	1.3	1.1	1.3	1.2
1.8	1.2	1.3	1.3	1.3	1.3
1.8	1.1	1.1	1.3	1.1	1.1
1.6	1.6	1.5	1.4	1.4	1.3
1.5	1.5	1.0	1.0	1.3	2.0
2.0	1.5	1.0	1.0	1.5	1.8
2.0	2.0	1.3	1.0	1.3	1.3
3.0	2.0	2.5	--	--	--
2.0	1.7	1.5	1.8	1.6	2.2
1.5	1.7	2.0	1.8	1.9	2.0
1.5	1.7	2.1	1.9	1.9	2.0
1.5	1.8	2.2	2.0	2.0	2.1
1.6	1.9	2.2	2.1	2.2	2.1
1.6	2.0	2.3	2.2	2.3	2.3

* * *

X	XI	XII	Total	n
1.5	--	--	11.0	2
1.5	--	--	11.0	2
1.5	--	--	9.5	2
2.0	--	--	10.0	2
2.0	--	--	11.0	2
1.5	1.3	--	11.3	7
1.4	1.3	--	12.5	7
1.2	1.0	--	13.3	7
1.4	1.0	--	13.5	7
1.3	1.2	--	13.9	8
1.7	2.0	--	10.3	4
1.7	1.7	--	15.3	4
1.5	1.7	--	16.7	4
--	--	--	15.3	4
1.5	1.5	--	16.5	5
1.9	1.7	2.0	11.0	1619
1.9	1.7	2.0	11.4	1672
1.9	1.7	2.0	11.9	1723
1.9	1.7	2.0	12.7	1758
2.0	1.8	2.0	13.3	1762

SURVEY QUESTION: 20

Subjects Enrolment Percentages have been calculated with reference to enrolment figures from Q.19.

Table: Subjects enrolment percentages (boys, girls total)
-CORE/COMPULSORY SUBJECTS-

Core/Compulsory subjects	VIII	IX ANDHRA
1. English	(100, 100, 100,)	(100, 100, 100,)
2. Hindi	(87-94, 68-65, 83-91)	(77-87, 63-83, 74-86)
3. Urdu	(3-5, 5-7), 4-5)	(6-7, 10-13, 7-8)
4. Tamil	(0-1, 4-6, 1-2)	(0-1, 3-5, 1)
5. Telgu	(83-93, 81-89, 84-92)	(82-97, 83-91, 82-88)
6. Marathi	(1, 0-1, 1)	(1, --, 1)
7. Oriya	(0-1, --, 0-1)	(0.1, --, 0-1)
8. Sanskrit	(2, 1, 2,)	(1-2, 1-2, 1-2)
9. Social Studies	(69-79, 59-71, 70-75)	(60-71, 41-58, 59-67)
10. History	(16-16, 27-34, 19-21)	(20-29, 39-46, 26-31)
11. Geography	(14-16, 20-25, 15-17)	(10-20, 23-34, 13-22)
12. Civics	(7-9, 2-9, 6-7)	(17-22, 13-24, 17-22)
13. Economics	--	(3-6, 4-6, 1-5)
14. Mathematics	(100, 100, 100)	(100, 100, 100)
15. General Science	(100, 100, 100)	(79-92, 79-85, 80-85)
16. Physics	--	(8-14, 11-19, 9 -15)
17. Chemistry	--	(8-14, 9-14, 8-14)
18. Biology	--	(8-14, 8-14, 8-14)
19. Hygiene	(1, --, 1)	--
20. Home Science	---	(--, 7-11, 21)
21. Natural Science	--	(0-1, 0-5, 0-1)
22. Arts	(3-9, 26-32, 8-15)	(10-13, 19-22, 12-15)
23. Crafts	(69-79, 74-76, 71-78)	(68-75, 57-70, 65-72)
24. Drawing	(80-93, 90-100, 83-94)	(77-86, 80-90, 78-84)

SCHOOLS IN INDIA

in sample schools classes during 1959 to 1963

X	XI
PRADESH	
(100, 100, 100,)	(100. 100, 100,)
(79.87, 63-80, 76-82)	(79-87, 59-81, 76-82)
(7-8, 10-14, 7-9)	(7-8, 5-10, 6-8)
(0-1, 4-5, 1)	(0-1, 4-6, 1)
(79-89, 85-90, 81-85)	(82-89, 85-90, 83-85)
(1-2, --, 1)	(1-2, --, 1-2)
(0-1, --, 0-1)	(0-1, --, 0-1)
(1-2, 1, 1-2)	(1-2, 1-2, 1-2)
(57-68, 46-61, 55-64)	(60-71, 52-66, 59-66)
(18-28, 29-45, 24-31)	(16-22, 31-37, 20-25)
(9-17, 22-26, 13-19)	(7-16, 19-22, 10-17)
(17-22, 13-24, 17-22)	(16-20, 14-23,16-22)
(3-6, 2-6, 0-6)	(1-3, 5, 1-3)
(100, 100, 100)	(100, 100, 100)
(71-85, 72-85, 73-83)	(74-82, 69-83, 74-80)
(9-16, 10-17, 9-16)	(10-15, 10-17, 10-15)
(9-16, 8-15, 9-15)	(10-15, 9-15, 10-15)
(8-14, 7-15, 9-14)	(9-13, 9-15, 9-13)
---	---
(--, 8-11, 2)	(--, 9-13, 2)
(0-1, 2-3, 0-1)	(--, 2-3, 0-1)
(11-13, 16-22, 12-14)	(12-15, 21-24, 14-17)
(64-74, 60-67, 63-69)	(61-74, 58-68, 61-70)
(71-78, 67-80, 71-74)	(68-80, 61-73, 68-75)

SURVEY QUESTION: 20 A

XII	N	%
(100, 100, 100,)	145	
(20-49, 13-47, 21-49)	145	
(10-26, --, 8-22)	16	
(--, 17-25, 3-4)	5	
(14-57, 42-74, 18-60)	145	
(2-5, --, 1-4)	3	
--	1	
--	8	
(34-46, 40-94, 38-54)	137	
(7-32, 6-33, 6-31)	53	
(2-7, 13-25, 3-6)	39	
(13-28, 6-37, 12-25)	32	
(--, 13-25, 2-4)	4	
(100, 100, 100)	145	
(36-49, 33-46, 30-41)	145	
(5-28, 21-28, 4-28)	18	
(5-28, 1- 28, 4-28)	17	
(1-30, 1-27, 1-26)	17	
--	23	
(--, 2-25,0-4)	3	
(--, 13-20, 2-4)	2	
(38-68, 18-20, 35-57)	26	
(74-82, 72-94, 57-81)	121	
(54-82, 21-56, 52-69)	136	

	VIII	IX
25.Music	(--, 1-3, 0-1)	(--, 1-2, 0-1)
26.Needlework	(--, 1, 0-1)	(--, 1, 0-1)
27.Physical Edn.	(89-92, 85-92, 85-92)	(88-93, 85-92, 89-93)
28.Moral Education	(11-13, 16-19, 12-14)	(8-10, 12-17, 9-12)
29.Citizenship Training	(7-8, 9-12, 7-9)	(5-7, 6-10, 6-8)
30.Activities	(0-1, 1, 0-1)	(0-1, 1-, 0-1)
31.Literary Associations	(0-1, 0-2, 0-1)	(0-1, 0-1, 0-1)
32.Radio Broadcasts	(0-1, 0-1, 0-1)	(0-1, 0-1, 0-1,)
		ASSAM
1.English	(100, 100, 100)	(100, 100, 100)
2.Hindi	(59-69, 70-78, 64-71)	(6-9, 0-13, 4-10)
3.Bengali	(13-15, 19-25, 16-17)	(15-17, 18-23, 16-18)
4.Assamese	(72-75, 58-69, 68-73)	(68-74, 58-67, 65-71)
5.Sanskrit	(65-69, 56-68, 64-69)	(64-70, 24-34, 54-58)
6.Persian	(2-4, 0-1, 2-3)	(2-3, 0-1. 2-3)
7.Arabic	(2-4, 0-1, 2-3)	(2-4, 0-1, 1-3)
8.Social Studies	(3-15, 10-18, 6-16)	(11-18, 2-12, 11-15)
9.History	(18-94, 92-96, 91-95)	(16.93, 94-100, 91-95)
10.Geography	(87-99, 87-98, 88-99)	(85-93, 85-100, 86-95)
11.Civics	(2-4, 5-7, 1-4)	(2-7, 6-11, 2-8)
12.Mathematics	(99-100, 86-100, 97-100)	(97-99, 29-40, 76-82)
13.Domestic Science & Arithmetic	--	(1-4, 0-1, ...)
14.General Science	(52-99, 94-95, 94-98)	(53-57, 69-71, 57-61)
15.Physics	(1-2, 1-2, 1-2)	(2-6, 1-2, 1-5)
16.Chemistry	(1-2, 1-2, 1-2)	(2-6, 1-2, 1-5)
17.Biology	(0-2, 1-2, 1-2)	(1-3, 0-2, 1-2)
18.Hygiene	(0-1, 14-17, 4-5)	(0-1, 16-38, 5-11)
19.Home Science	(--, 7-13, 2-4)	(--, 8-9, 2)
20.Arts	(2, 5-6, 2-3)	(0-1, 4-6, 1-2)
21.Crafts	(19-22, 25-30, 22-24)	(4-9, 8-24, 6-14)

X	XI
(--, 1-2, 0-1)	(--, 1-2, 0-1)
(--, 1, 0-1)	(--, 2, 0-1)
(88-96, 81-92, 89-94)	(89-94, 88-92, 86-92)
(8-10, 11-19, 9-12)	(--, 11-25, 2-4)
(5-6, 4-11, 5-7)	(4-6, 2-6, 4-6)
(0-1, 1, 1)	(1, 2, 1)
(0-1, 1, 0-1)	(0-1, 0-1, 0-1)
(0-1, 0-1, 0-1,)	(0-1, 0-1, 0-1)
(100, 100, 100)	(100, 100, 100)
(5-12, 0-13, 4-12)	--
(12-19, 19-24, 14-20)	(--, 82-89, 19-26
(64-75, 55-64, 62-71)	(39-50, --, 27-48)
(60-67, 22-34, 54-57)	(--, 16-17, 4-5)
(3-4, 0-1, 2-3)	--
(2-5, 0-1, 2-3)	--
(9-15, 1-15, 7-14)	(38-50, --, 27-48)
(10-100, 88-100, 87-100)	(20-26, 64-90, 24-37)
(82-91, 79-100, 83-93)	(10-22, --, 7-17)
(3-7, 2-11, 4-6)	(19-25, 74-90, 23-38)
(95-99, 28-45, 78-86)	(66-77, 18-100, 55-76)
(1-3, 0-1, ...)	--
(52-77, 17-75, 56-63)	(66-74, 11-100, 55-76)
(2-6, 0 -, 2-4)	(21-24, 10-17, 20-23)
(2-6, 0- , 2-4)	(21-24, 10-17, 20-23)
(2-5, 0- , 2-3)	(15-17, 1-17, 12-17)
(1, 11-3, 6-30)	--
(--, 8-1, 2-3)	(--, 56-66, 13-19)
(0-1, 1, 0-1)	(--, 8, 2,)
(1-10, 8.22, 3-13)	(--

XII	n
--	2
--	1
--	145
--	24
--	17
--	3
--	4
--	1
--	68
--	57
--	11
--	54
--	52
--	10
--	6
--	6
--	68
--	68
--	3
--	68
--	1
--	66
--	4
--	4
---	4
---	5
--	1
--	4
--	27

	VIII	IX
22. Drawing	(1, 1-13, 0-4)	(1, 1-15, 0-5)
23. Music	(--, 0-1, 0-1)	(--, 0-1, 0-1)
24. Physical Edn.	(32-55, 36-62, 34-54)	(32-55, 36-64, 33-55)
25. Moral Education	(2-4, --, 2-3)	(2-4, --, 2-3)

1. English	(100, 100, 100)	(100, 100, 100)
2. Hindi	(91-94, 57-86, 91-93)	(92-94, 57-86, 92-93)
3. Urdu	(779, 0-8, 7-8)	(7-8, 1-9, 7-8)
4. Bengali	(1-2, 15-19, 2-3)	(2, 14-15, 2-3)
5. Santhali	(0-1, --, 0-1)	(0-1, --, 0-1)
6. Maithali	--	--
7. Sanskrit	(57-60, 84-88, 59-62)	(57-60, 85-90, 58-60)
8. Persian	(2-3, 0-2, 2-3)	(2-4, 0-1, 2-4)
9. Social Studies	(94-98, 97-99, 94-98)	(93-98, 96-99, 93-98)
10. History	(13-17, 1-9, 13-16)	(14-18, 1-11, 14-17)
11. Geography	(14-17, 2-23, 14-17)	(15-18, 2-15, 15-18)
12. Civics	(2-4, 0-1, 2-4)	(2-4, --, 2-4)
13. Economics	(1-2, 1-9, 1-3)	(1-3, 1-11, 1-3)
14. Commerce	(0-1, --, 0-1)	(0-1, --, 0-1)
15. Mathematics	(94-95, 86-94, 93-96)	(94-96, 84-90, 94-95)
16. General Science	(35-40,19-28, 34-39)	(37-47, 21-28, 36-41)
17. Physics	(10-13, 0-1, 9-12)	(10-12, 0-2, 9-12)
18. Chemistry	(10-11, 0-2, 9-10)	(9-10, 0-2, 9-10)
19. Biology	(0-4, 0-1, 0-4)	(0-3, --, 0-3)
20. Hygiene and Physiology	(0-1, 9-24, 1)	(0-1, 9-21, 1)
21. Domestic Science	(--, 3-7, 0-3)	(--, 2-9, 0-3)
22. Arts	(0-6, 5-11, 1-6)	(0-6. 4-7, 0-3)
23. Crafts	(37-40, 47-85, 39-45)	(37-44, 45-52, 38-44)
24. Drawing	(2-7, 18-23, 3-7)	(3-6, 17-26, 3-7)
25. Music	(--, 0-3, 0-1)	(--, 1-2, 0-1)

X	XI
(2, 1-13, 0-4)	(--, 6-8, 1-2)
(--, 1, 0-1)	(--, 1-6, 0-1)
(35-53, 17-53, 32-55)	(24-38, 100, 28-56)
(3-4, --, 2-3)	--
BIHAR	
(100, 100, 100)	(100, 100, 100)
(91-93, 51-84, 91-92)	(90-93, 49-92, 90-92)
(7-9, 0-8, 7-8)	(7-9, 1-8, 7-9)
(2, 13-17, 2-3)	(2, 9-27, 3)
(0-1, --, 0-1)	(0-1 --, 0-1)
(0-1, --, 0-1)	(0-1, --, 0-1)
(20-24, 17-27, 20-24)	(21-24, 4-25, 20-24)
(1-3, 0-2, 1-3)	(1-3, 0-1, 1-3)
(94-99, 97-100, 94-99)	(94-98, 96-99, 94-98)
(8-13, 0-3, 7-13)	(8-14, 0-1, 8-13)
(13-16, 0-10, 32-13)	(14-16, 1-2, 13-15)
(7-10, 0-1, 6-9)	(9-11, 0-1, 8-11)
(12-17, 8-27, 12-16)	(14-16, 1-14, 14-16)
--	--
(28-31, 2-6, 27-30)	(28-30, 1-14, 27-29)
(49-60, 64-75, 49-60)	(51-59, 61-73, 51-59)
(10-12, 1-2, 9-11)	(10-11, 0-2, 10-11)
(9-10, 1-2, 9-10)	(9-10, 0-1, 9-11)
(1-3, 0-1, 1-3)	(1-3, 0-1, 1-3)
(3, 8-21, 3-4)	(3-4. 8-19, 3-4)
(--, 3-9, 0-1)	(--, 6-10, 0-1)
(1-4, 3-8, 0-5)	(9-4, 3-7, 0-4)
(14-29, 36-49, 13-29)	(13-30, 32-56, 15-31)
(1-3, 18-22, 2-4)	(1-3, 0-33, 1-3)
(--, 0-3, 0-1)	(--, 1-6, 0-1)

XII	m
--	61
--	1
--	44
--	1
(100, 100, 100)	133
(87-100, 77-100, 88-100)	183
(1-6, 10, 1-6)	57
(0-1, --, 0-1)	17
--	1
--	1
(35-77, 23-100, 36-77)	95
(1-4, --, 1-4)	22
(100, 100, 100)	133
(3-10, --, 3-9)	45
(3-19, 17, 2-7)	49
(2-7, --, 2-7)	31
(6-18, 16, 6-18)	29
--	1
(41-73, --, ...,)	132
(24-44, 16-83, 24-48)	117
(7-21, --, 7-20)	36
(13-21, --, 12-20)	31
(1-16, --, 1-16)	11
(2-6, 16, 2-7)	8
--	2
--	14
--	65
--	46
--	1

	VIII	IX
26. Physical Education	(34-39, 33-37, 34-39)	(34-38, 32-41, 34-38)

GUJARAT

1. English	(98-10, 90-100,96-100)	(99-100, 90-100, 97-100)
2. Hindi	(97-98, 93-99, 97-98)	(98, 93-100, 96-99)
3. Urdu	(1, 0-1 1,)	(1, 0-1, 1)
4. Sindhi	(1, 0-1, 1)	(1, 0-1, 0-1)
5. Gujarati	(95-96, 92-99, 94-97)	(95-96, 93-100, 94-97)
6. Sanskrit	(25-30, 40-43, 39-33)	(76, 79-84, 77-79)
7. Persian	(0-1, 1, 1)	(2, 2-3, 2)
8. French	(1, 0-1, 0-1)	(1, 0-1, 0-1)
9. Social Studies	(91-98, 93-100, 93-98)	(91-98, 93-100, 94-99)
10. History	(1-3, 0-1, 1-2)	(1-2, 0-1, 1-2)
11. Geography	(1, 0-13, 1-4)	(2-3, 3-16, 3-6)
12. Civics	(1, 0-1, 1)	(1-2, 0-1 1,)
13. Mathematics	(98-100, 94-100, 98-100)	(97-100,91-100,95-100)
14. General Science	(99.100,94-100,98-100)	(97-99, 94-100, 97-100)
15. Physics	(1, --, 1)	(1, --, 1)
16. Chemistry	(1, --, 1)	(1, --, 1)
17. Biology	(1, 0-1, 1)	(1, 0.1, 1)
18. Home Science	(--, 13-18, 4-5)	(--, 16-20, 4-5)
19. Hygiene and Physiology	(0-1, 0-1, 0-1)	(0-1, 0-7, 0-3)
20. Arts	(2-4, 1-6, 2-3)	(1-4, 1-5, 1-3)
21. Crafts	(4-8, 26-39, 12-15)	(3-8, 29-33, 11-14)
22. Drawing	(89-100,67-79,83-93)	(80-91, 60-66, 76-83)
23. Music	(--, 1-2, 0-1)	(--, 1-2, 0-1)
24. Physical Education	(92-98, 81-87, 91-94)	(91-99, 82-88, 90-96)
25. Activities	(1, 2, 1)	(1, 2, 1)

X	XI
(25-30, 29-55, 26-30)	(23-86, 5-100, 23-86)
[illegible]	[illegible]
(100, 89-100, 98-100)	(72-85, 81-91, 76-84)
(98-99, 92-100, 90-100)	(100, 100, 100)
(0-1, 0-1, 0-1)	(0-1, 0-1, 0-1)
(0-1, 0-1, 0-1)	(0-1, 0-1, 0-1)
(94-98, 92-100, 93-99)	(98-100, 100, 99-100)
(76-77, 78-83, 77-79)	(48-51, 68-74, 53-57)
(1-2, 2-3, 1-2)	(0-1, 1-2, 0-1)
(0-1, --, 0-1)	(0-1, 0-1, 0-1)
(89-95, 93-100, 91-96)	(77-81, 78-85, 78-81)
(2-4, 1-2, 1-3)	(2-3, 1-3, 2-3)
(4-5, 8-18, 6-8)	(40-51, 33-50, 39-40)
(8-14, 1-2, 5-10)	(9-14, 1-22, 9-15)
(93-100, 84-100, 93-100)	(76-89, 40-54, 67-78)
(92-97, 93-100, 94-98)	(91-100, 93-99, 92-98)
(4-5, 1-2, 3-4)	(9-11, 5-12, 8-11)
(4-5, 1-2, 3-4)	(7-10, 4-10, 6-9)
--	--
(--, 15-25, 4-6)	(--, 1-4, 0-1)
(2-4, 3-12, 2-6)	(10-18, 7-17, 9-17)
(1-5, 0-2, 2-4)	(0-1, 0-1, 1)
(2-6, 2-11, 3-7)	(1, 1, 1)
(50-68, 24-32, 44-51)	(7-11, 4-13, 6-12)
(--, 1, 0-1)	--
(25-30, 41-46, 30-34)	(25-30, 41-46, 30-34)
(0-1, 2, 0-1)	(0-1, 1-2, 0-1)

XII	n
-	55
-	78
.	78
-	2
-	1
-	78
-	77
-	6
-	1
-	78
-	12
-	61
-	16
-	78
-	78
-	18
-	17
-	1
-	1
-	29
-	10
-	42
-	76
-	1
-	78
2	2

JAMMU

	VIII	IX
1. English	(98-100, 94-100, 98-100)	(99-100, 100, 100)
2. Hindi	(34-40, 32-66, 35-43)	(25-29, 38-74, 28-38)
3. Urdu	(38-50, 10-43, 30-48)	(36-44, 23-62, 35-45)
4. Panjabi	(0-1, --, 0-1)	(0-1, 1-5, 0-1)
5. Sanskrit	(7-17, 17-33, 12-19)	(3-11, 25-31, 8-15)
6. Persian	(12-18, 3-14, 12-14)	(6-8, 3-57, 6-16)
7. Arabic	(0-1, --, 0-1)	--
8. Bodhi	(1, 0-1, 1)	--
9. Social Studies	(50-55, 21-42, 47-50)	(57-74, 16-53, 55-66)
10. History	(36-47, 33-80, 38-54)	(26-38, 47-84, [illegible]-41)
11. Geography	(45-57, 32-80, 46-60)	(37-52, 47-84, 43-52)
12. Civics	(1, 0-25, 1-7)	(1, --, 0-1)
13. Mathematics	(90-100, 88-92, 90-99)	(92-100, 39-92, 89-97)
14. General Science	(92-100, 55-100, 88-100)	(34-46, 5-42, 21-43)
15. Physics	--	(24-33, 3-8, 21-28)
16. Chemistry	--	(16-24, 1-8, 14-21)
17. Biology	--	(1-2, 1, 1)
18. Hygiene and Physiology	--	(1, 2-8, 0-2)
19. Arts	(--, 4-6, 1)	(1, 2-8, 0-2)
20. Crafts	(0-5, 11-16, 3-7)	(4-13, 0-1, 3-10)
21. Drawing	(41-50, 6-33, 35-41)	(23-29, 5-59, 19-30)
22. Sewing	(--, 9-41, 2-12)	(--, 25-32, 6)
23. Physical Education.	(35-44, 15-52, 35-42)	(47-51, 33-61, 44-53)

AND KASHMIR

X	XI
(100, 100, 100)	(100, --, 100)
(19-25, 28-53, 21-34)	(5-13, --, 5-13)
(37-45, 31-51, 32-46)	(15-23, --, 15-22)
(0-1, 1-2, 0-1)	--
(5-12, 22-29, 8-15)	--
(7-11, 2-43, 6-16)	--
--	--
--	--
(48-68, 14-63, 41-57)	--
(29-50, 30-86, 34-57)	--
(42-62, 27-88, 44-67)	--
(1, --, 1)	--
(94-100, 42-93, 89-98)	--
(20-42, 9-53, 18-41)	--
(26-42, 4-10, 22-43)	--
(18-24, 4-10, 16-21)	--
(1-2, 2, 1)	--
(--, 4-11, 1-3)	--
(--, 4-11, 1-3)	--
(3-11, --, 2-8)	--
(23-33, 0-1, 18-25)	--
(--, 31-37, 7-8)	--
(35-46, 32-59, 35-48)	--

XII	n
-	28
-	17
-	22
-	3
-	12
-	10
-	2
-	1
-	17
-	20
-	21
-	1
-	25
-	27
-	10
-	9
-	2
-	4
-	3
-	9
-	17
-	1
-	7

KERALA

	VIII	IX
1. English	(100, 100, 100)	(100, 100, 100)
2. Hindi	(8-100, 99-100, 99-100)	(99-100, 100, 99-100)
3. Urdu	(0-1, --, 0-1)	(0-1, --, 0-1)
4. Tamil	(0-1, 1-4, 1-2)	(0-1, 1-4, 1-2)
5. Kannada	(1, 0-1, 0-1)	(1, 0-1, 0-1)
6. Malayalam	(80-98, 96-99, 97-98)	(97-98, 98-99. 98)
7. Sanskrit	(2-4, 3-4, 2-4)	(3-4, 3-4, 3)
8. Arabic	(1-2, 0-1, 1)	(1, 0-1,1)
9. French	(--, 0-1, 0-1)	(--, 0-1, 0-1)
10. Social Studies	(96-99, 99-100, 97-99)	(98-99, 100, 99)
11. History	(1, 0-1, 0-1)	(1, 0-1, 0-1)
12. Geography	(1, 0-1, 0-1)	(1, 0-1, 0-1)
13. Civics	(--, 0-1, 0-1)	(--, 0-1, 0-1)
14. Mathematics	(100, 100, 100)	(100, 100, 100)
15. General Science	(100, 100, 100)	(100, 100, 100)
16. Arts	(8-14, 22-25, 15-20)	(11-15, 18-27, 14-20)
17. Crafts	(74-83, 86-91, 79-86)	((73-78, 86-89, 79-82)
18. Drawing	(63-78, 57-75, 60-77)	(56-62, 51-59, 55-61)
19. Music	(1, 3-5, 2-3)	(0-1, 0-5, 0-3)
20. Sewing	(2-3, 3-5, 1-4)	(1, 3-5, 1-2)
21. Physical Edn.	(80-89, 87-91, 83-89)	(78-81, 87-90, 82-85)
22. Moral Education	(--, 2-3, 1)	(--, 2-3, 1)

MADHYA PRADESH

1. English	(100, 100, 100)	(100, 100, 100)
2. Hindi	(96-97, 92-94, 95-96)	(92-95, 73-90, 92-94)
3. Urdu	(3, 6-7, 4)	(3-4, 1-9, 2-4)
4. Bengali	(0-1, 1, 0-1)	(--, 1, 0-1)
5. Marathi	(0-1, 0-1, 0-1)	(1-2, 0-2, 1-2)
6. Gujarati	(1-3, 4-6, 2-3)	(1-2, 3-8, 1-2)

X	XI
(100, 100, 100)	(100, 100, 100)
(99-100, 99-100, 99-100)	(45-100, 100, 45-100)
(0-1, --, 0-1)	(0-1, --, 0-1)
(0-1, 1-4, 1-2)	(--, 1-2, 0-1)
(1, 0-1, 0-1)	--
(97-98, 97-98, 97-98)	(54-99, 98-99, 54-99)
(3-4, 3-5, 3-4)	(5-9, 4-5, 4-7)
(1, 0-1, 1)	(1-4, 0-1, 1-3)
(--, 0-1, 0-1)	(--, 1, 0-1)
(98-99, 99-100, 99)	(90-99, 100, 94 -99)
(1, 0-1, 0-1)	(1-10, --, 0-6)
(0-1, 0-1, 0-1)	(1-10, --, 0-6)
(--, 0-1, 0-1)	(--)
(100, 100, 100)	(100, 100, 100)
(100, 100, 100)	(100, 100, 100)
(8-12, 19-28, 13-16)	(4-11, 7-29, 10-10)
(64-74, 78-88, 70-79)	(66-85, 89-96, 76-87)
(53-61, 50-56, 52-59)	(52-85, 50-68, 51-78)
(0-1, 0-4, 0-2)	(3, --, 2)
(1, 3-5, 1-2)	(--, 5-24, 2-9)
(75-81, 86-91, 79-85)	(14-100, 87-100, 80-100)
(--, 2-3, 1)	(--, 3-7, 1-3)
(100, 100, 100)	(100, 100, 100)
(92-98, 84-91, 92-96)	(83-90, 61-92, 80-92)
(3, 6-14, 3-5)	(4-9, 2-10, 4-9)
(--, 1, 0-1)	(--, 1, 0-1)
(1-2, 0-2, 1-2)	(2-3, 1, 2-3)
(1-2, 1-5, 1-2)	(1-4, 4-6, 1-4)

XII	n
-	106
-	106
-	1
-	3
-	1
-	105
-	16
-	7
-	1
-	104
-	2
-	2
-	1
-	106
-	106
-	34
-	97
-	88
--	7
--	4
-	103
-	2
-	97
-	97
-	13
-	1
-	4
-	3

	VIII	IX
7. Sanskrit	(86-92, 86-90, 86-91)	(81-90, 89-93, 82-90)
8. Social Studies	(94-97, 96-100, 95-97)	(85-98, 98-100, 86-98)
9. History	(1-2, --, 1-2)	(1, --, 1)
10. Geography	(1-2, --, 1-2)	(1, --, 1)
11. Civics	--	(1-9, 1-2, 1-8)
12. Economics	--	(1, --, 1)
13. Mathematics	(95-99, 93-99, 96-99)	(2-11, 0-14, 3-11)
14. General Science	(85-89, 54-62, 80-84)	(86-97, 79-100, 85-97)
15. Physics	--	(1, 1, 1)
16. Chemistry	--	(0-1, 1, 1)
17. Biology	--	(0-1, 0-1, 0-1)
18. Home Science	(--, 2, 0-1)	(--, 0-1, 0-1)
19. Arts	(--, 0-12, 0-2)	(0-1, 0-1, 0-1)
20. Crafts	(24-26, 39-47, 26-30)	(80-96, 56-88, 80-95)
21. Drawing	(6-13, 16-23, 8-14)	(0-1, 13, 0-2)
22. Music	(--, 12, 2)	(--, 2, 0-1)
23. Physical Education	(77-81, 64-79, 75-80)	(77-81, 58-90, 74-82)
24. Moral Education	(2-3, 2-4, 2-3)	(1, 0-1, 1)

MADRAS

1. English	(100, 100, 100)	(100, 100, 100)
2. Hindi	(41-52, 47-56, 43-52)	(66-86, 65-84, 66-84)
3. Urdu	(0-1, 0-1, 0-1)	(0-1, 0-1, 0-1)
4. Tamil	(96-98, 89-93, 94-96)	(96-100, 90-92, 95-97)
5. Telugu	(2-3, 3-6, 3-4)	(2-3, 4-6, 3)
6. Malayalam	(0-1, 1-2, 1)	(0-1, 1-2, 0-1)
7. Sanskrit	(1-2, 1-5, 1-2)	(1-2, 2-7, 2-4)
8. Social Studies	(97-100, 99-100, 98-100)	(97-99, 98-99, 98-99)
9. Civics	(1-2, --, 1-2)	(1-2, --, 1)
10. Mathematics	(98-100, 99-100, 98-100)	(97-99, 99-100, 99-100)
11. General Science	(98-100, 99-100, 98-100)	(97-99, 99-100, 98-99)

X	XI
(72-88, 83-91, 74-88)	(39-85, 42-100, 39-87)
(75-98, 90-100, 78-98)	(44-97, 37-97, 43-97)
(0-1. --; 0-1)	--
(0-1, --, 0-1)	(1, --, 1)
(0-12, 0-1, 0-11)	(0-1, --, 0-1)
(1, --, 1)	(1, --, 1)
(4-15, 2-14, 4-14)	(1-2, 0-25, 1-5)
(82-97, 73-99, 81-96)	(44-97, 37-98, 43-97)
(0-1, 1, 0-1)	(1-2, --, 0-1)
(1, --, 1)	(1-2, --, 1)
--	--
--	--
(0-1, 2, 0-1)	(0-1, 2, 0-1)
(71-92, 64-86, 70-92)	(45-98, 38-89, 44-95)
(0-1, 10, 0-2)	(0-1, 14, 0-2)
(--, 5, 1,)	--
(76-82, 51-89, 74-83)	(50.85, 30-91, 48-86)
(1, 0-1, 1)	(1, 0.1, 0-1)
(100, 100, 100)	(100, 100, 100)
(61-78, 60-86. 53-81)	(59-74, 64-84, 61-77)
(0-1, 0-1, 0-1)	(0-1, 0-1, 0-1)
(96-100, 90-92, 94-97)	(95-99, 87-92, 93-97)
(2-3, 4-6, 3)	(2-3, 4-6, 3)
(0-1, 1-2, 0-1)	(0-1, 3-6, 1-2)
(1-2, 3-7, 2-4)	(1-2, 3-8, 2-4)
(94-99, 98-99, 96-99)	(94-99, 98-99, 96-99)
(1-2, --, 1)	(2, --, 1-2)
(97-100, 99-100, 95-100)	(96-100, 98-100, 94-100)
(93-96, 99-100, 95-97)	(92-97. 99-100, 94-98)

XII	n
-	97
-	97
-	2
-	3
-	9
-	2
-	75
-	97
-	3
-	3
-	1
-	3
-	3
-	97
-	19
-	2
-	87
-	3
-	163
-	152
-	3
-	163
-	10
-	4
-	17
-	163
-	2
-	163
-	163

	VIII	IX
12. Home Science	(--, 6-9, 2-3)	(--, 5-9, 2-3)
13. Arts	(2-6, 52-57, 18-22)	(6-14, 54-61, 22-28)
14. Crafts	(91-94, 90-96, 90-95)	(66-75, 85-92, 72-80)
15. Drawing	(91-93,83-87,89-91)	(77-86, 79-88, 78-85)
16. Music	(2, 2-5, 2-3)	(2-3, 2-4, 2-3)
17. Sewing	(--, 1, 0-1)	(--, 1, 0-1)
18. Needlework	(--, 7-9, 8-3)	(--, 7-9, 2-3)
19. Physical Education	(93-97,92-97,92-97)	(93-97, 94-98, 93-97)
20. Citizenship training	(48-52, 64-71,53-57)	(47-53, 64-69, 53-57)
21. Moral Education	(61-64,67-66,63-68)	(61-68, 66-67, 64-69)
22. Hobbies	(0-1, 0-1, 0-1)	(2-5, 0-1, 2-3)
23. Vernacular Translation	--	(2-3, 1, 1-2)
		MAHARASHTRA
1. English	(99-100,95-99,99-100)	(100, 95-97, 100)
2. Hindi	(96-99,100,97-100)	(96-99, 100, 98-100)
3. Urdu	(1-2, 1-2, 1-2)	(1-2, 1-2, 1-2)
4. Bengali	(0-3, 1-2, 0-3)	(0-3, 1, 0-3)
5. Sindhi	(0-1, 2-5, 1-2)	(0-1, 4-6, 1-2)
6. Telugu	(0-1, 0-1, 0-1)	(--)
7. Kannada	(1, 0-1, 0-1)	(0-1, 0-1, 0-1)
8. Marathi	(96-97,71-98,92)	(95-97, 71-76, 90-92)
9. Gujarati	(1, 10-15. 3-4)	(1, 12-15, 3-4)
10. Sanskrit	(27-28,33-36,29-30)	(68-72, 59-66, 67-71)
11. Persian	(1, 2, 1)	(1-2, 2-3, 2)
12. French	(0-1, 1, 1)	(1, 1, 1)

X	XI
(--, 5-7, 1-2)	(--, 5-6, 1-2)
(8-12, 63-62, 22-27)	(7-14, 53-62, 23-27)
(65-68, 81-92, 70-76)	(61-86, 82-90, 69-72)
(69-75, 77-85, 73-76)	(66-71, 68-83, 67-73)
(1-2, 1-5, 1-2)	(1-2, 1-5, 2-3)
(--, 1-2, 0-1)	(--, 1-3, 0-1)
(--, 5-7, 2-3)	(--, 4-8, 1-2)
(87-92, 94-98, 89-94)	(86-91, 96-97, 89-92)
(43-49, 61-71, 49-56)	(31-36, 35-90, 32-42)
(61-64, 69-77, 64-68)	(59-63, 68-75, 62-64)
(2-3, 0-1, 1-2)	(1-5, 0-1, 1-4)
(2-3, 0-1, 1-2)	(2, 0-1, 1-2)
(100, 93-96, 100)	(82-88, 76-79, 81-85)
(96-99, 100, 98-100)	(100, 100, 100)
(1-2, 0-2, 1-2)	(2, 1-2, 1-2)
(0-2, 1-2, 0-2)	(0-3, 1-2, 0-3)
(1, 6-8, 2)	(0-1, 7-11, 2-3)
--	--
(0-1, 0-1, 0-1)	(1, 0-1, 0-1)
(96-97, 64- 72, 91-92)	(97-99, 56-66, 89-92)
(1, 11-16, 3-4)	(0-1, 13-19, 3-4)
(65-69, 57-64, 65-68)	(41-60, 50-63, 43-60)
(2, 2-3, 2)	(2, 2-3, 2-3)
(0-1, 0-1, 0-1)	(1, 0-1, 1)

XII	n
--	6
--	56
--	160
--	149
--	4
--	1
--	3
--	163
--	101
--	126
--	5
--	2
--	162
--	162
--	5
--	2
--	4
--	1
--	3
--	162
--	9
--	108
--	8
--	4

	VIII	IX
13. Aradhmagandhi	--	(0-1, 0-1, 0-1)
14. Social Studies	(87-95, 65-78, 83-91)	(87-95, 70-80, 85-92)
15. History	(7-9, 22-29, 11-13)	(6-8, 16-24, 8-11)
16. Geography	(7-9, 22-28, 11-12)	(7-8, 20-28, 10-12)
17. Civics	(3-6, 15-18, 6-9)	(3-6, 12-17, 5-8)
18. Economics	(0-1, 0-1, 0-1)	(0-2, 0-1, 0-1)
19. Commerce	(0-1, --, 0-1)	(0-1, 0-1, 0-1)
20. General Knowledge	(0-1, 0-1, 0-1)	(--, 0-1, 0-1)
21. Mathematics	(99-100, 96-98, 99-100)	(80-84, 77-82, 80-84)
22. General Science	(94-99, 96-100, 95-100)	(92-100, 95-98, 93-100)
23. Physics	(0-1, 0-1, 0-1)	(0-2, 1-3, 1-2)
24. Chemistry	(0-1, 0-1, 0-1)	(0-2, 2-7, 1-2)
25. Biology	(0-3, 0-3, 0-3)	(0-4, 0-3, 0-4)
26. Hygiene and Physiology	(0-1, 0-1, 0-1)	(0-1, 0-1, 0-1)
27. Arts	(0-3, 6-9, 1-4)	(0-3, 6-9, 1-4)
28. Crafts	(16-25, 38-43, 21-23)	(17-23, 36-45, 21-27)
29. Drawing	(82-88, 69-75, 80-86)	(65-68, 54-66, 62-67)
30. Music	(2, 5-9, 1-4)	(--, 1-2, 0-2)
31. Dancing	(--, 0-1, 0-1)	(--, 0-1, 0-1)
32. Physical Edn.	(84-93, 91-95, 87-93)	(85-90, 92-93, 87-91)
33. Moral Edn.	(0-1, 6- 7, 2)	(1, 7, 2)
34. Activities	(8-9, 9-13, 8-10)	(8-9, 8-14, 9-10)

MYSORE

1. English	(100, 100, 100)	(100, 100, 100)
2. Hindi	(53-71, 55-71, 53-70)	(50-71, 58-68, 52- 70)
3. Urdu	(8-11, 5-6, 7-10)	(8-11, 4-6, 7-9)

X	XI
(1-2, 0-1, 1)	(1-2, 0-1, 1-2)
(83-94, 68-80, 85-92)	(50-62, 44-66, 49-62)
(6-9, 15-24, 8-12)	(2-3, 3-10, 3-5)
(9-11, 20-28, 12-14)	(43-50, 46-64, 44-51)
(3-6, 11-18, 6-9)	(6.13, 5-15, 7-13)
(0-2, 0-1, 0-1)	(0-3, 0-1, 0-2)
(0-1, --, 0-1)	(0-1, --, 0-1)
(--, 0-1, 0-1)	--
(81-82, 78-80, 81-82)	(62-74, 56-65, 61-70)
(92-100, 92-95, 94-100)	(88-97, 84-93, 87-95)
(3-7, 7-11, 4-8)	(20-24, 10-14, 18-22)
(3-6, 8-10, 4-6)	(19-22, 7-11, 15-19)
(2-4, 0-2, 1-4)	(0-5, 0-3, 1-4)
(1-2, 0-2, 1-2)	(11-22, 20-25, 13-23)
(0-3, 5-7, 1-4)	(0-2, 0-4, 1-2)
(19-25, 29-35, 23-27)	(3-7, 4-10, 3-8)
(39-44, 36-47, 39-45)	(4-10, 5-10, 4-10)
(--, 0-2, 0-2)	(--, 1, 0-1)
(--, 0-1, 0-1)	(--, 0-1, 0-1)
(83-89, 89-93, 85-90)	(--, 31-42, 36-42)
(0-1, 7-8, 2)	--
(6, 9-14, 7-8)	(0-1, 1-10, 1-2)
(100, 100, 100)	(100, 100; 100)
(53-94, 58-68, 52-70)	(64-90, 70-99, 67-90)
(9-11, 5-6, 9-10)	(8-13, 3-8, 9-11)

XII	n
-	5
-	159
-	33
-	95
-	42
-	6
-	1
-	3
-	162
-	162
-	42
-	38
-	6
-	45
-	17
-	101
-	139
-	7
-	1
-	146
-	5
-	10
-	90
-	85
-	24

	VIII	IX
4. Tamil	(1, 9-10, 3)	(1, 8-9, 2-3)
5. Telugu	(0-1, 0-1, 0-1)	(0-1, --, 0-1)
6. Kannada	(68-73, 68-75, 68-74)	(67-71, 67-75, 67-71)
7. Marathi	(1, 1-2, 1)	(1, 1-2, 1)
8. Sanskrit	(12-16, 11-16, 13-15)	(12-15, 13-18, 13-16)
9. Arabic	(0.1, --, 0-1)	(0-1, --, 0-1)
10. Persian	(1, 0-1, 0-1)	(0-1, 0-1, 0-1)
11. Social Studies	(79-90, 75-86, 79-89)	(75-94, 70-88, 74-92)
12. History	(4-17, 13-18, 6-16)	(4-19, 12-20, 7-19)
13. Geography	(4-8, 13-18, 6-18)	(4-20, 12-20, 6-20)
14. Civics	(4-12, 13-16, 6-12)	(4-17, 12-19, 6-17)
15. Economics	(2, 1, 2)	(0-1, --, 0-1)
16. Commerce	--	(0-1, --, 0-1)
17. Mathematics	(89-98, 92-100, 92-99)	(95-98, 94-100, 96-98)
18. General Science	(88-96, 95-100, 91-97)	(88-97, 83-100, 87-88)
19. Physics	(1-7, 2-5, 1-6)	(1-6, 1-6, 1-5)
20. Chemistry	(1-7, 2-5, 1-5)	(2-5, 1-5, 1-4)
21. Biology	(1-5, 2-5, 1-5)	(2-5, 1-5, 1-4)
22. Hygiene and Physiology	--	--
23. Nature Study	(1, 0-1, 1)	(1, 1, 1)
24. Arts	(7-11, 8-22, 9-14)	(3-10, 5-13, 4-10)
25. Crafts	(22-54, 30-54, 23-54)	(21-58, 23-52, 23-57)
26. Drawing	(37-46, 31-40, 36-44)	(30-34, 28-35, 30-32)
27. Tailoring	(0-1, 2-4, 1-2)	(--, 3, 1)
28. Physical Edn.	(82-89, 69-73, 79-86)	(79-93, 65-79, 76-88)
29. Moral Education	(3-5, --, 2-4)	(4-5, --, 3-4)
30. Citizenship Trg.	(0-1, 0-1, 0-1)	(0-1, 0-1, 0-1)
31. Radio Broadcasts	(2-3, 5, 2-4)	(1, --, 1)
32. Activities	(1, 3-8, 1-3)	--
33. Hobbies	(0-1, 0-1, 0-1)	(0-1, 0-1, 0-1)
34. School Assembly	(0-1, 0-1, 0-1)	(0-1, 0-1, 0-1)

X	XI
(1, 7-10, 2-3)	-
(0-1, --, 0-1)	-
(67-70, 62-75, 66-71)	(82-89, 62-86, 80-88)
(1, 1-2, 1)	(3-5, 3-9, 4-5)
(11-15, 13-17, 12-15)	(16-30, 9-22, 16-28)
(0.1, --, 0-1)	--
(1, 0-1, 0-1)	(2, 0-2, 2)
(73-94, 67-88, 74-93)	(73-86, 76-100, 74-88)
(5-20, 12-20, 6-20)	(1, 1, 1) , 2-33
(5-21, 12-20, 6-18)	(1-2, 2-4, 1-2)
(0-1, 0-1, 0-1)	--
(0.1, 0-1, 0-1)	(1, --, 1)
(95-99, 93-100, 95-99)	(89-100, 93-100, 91-100)
(87-98, 84-100, 86-98)	(80-89, 97-100, 94-90)
(1-8, 0-6, 1-6)	(6-13, 3-7, 6-11)
(2-6, 0-4, 1-5)	(6-13, 3-7, 6-11)
(2-6, 0-4, 1-5)	--
(1, 0-1, 1)	(2. 0-1, 2)
(1, 0-1, 1)	--
(1-12, 4-8, 1-11)	(0-26, 13-33, 2-36)
(22-46, 28-45, 24-45)	(62-66, 53-75, 60-68)
(20-31, 25-36, 21-30)	(42-69, 54-67, 44-69)
--	--
(78-88, 65-81, 48-86)	(98-100, 69-100, 93-100)
(4-6, --, 3-4)	(17-20, --, 14-18)
(0-1, 0-1, 0-1)	(0-1, 0-1, 0-1)
--	--
--	--
(1, 1, 1)	(2 , 2 , 2)
(0-1, 0-1, 0-1)	(1-2, 1-4 1-2)

XII	n
-	8
-	3
-	88
-	4
-	31
-	1
-	1
-	88
-	15
-	18
-	12
-	2
-	1
-	90
-	90
-	7
-	7
-	4
-	2
-	1
-	16
-	69
-	60
-	1
-	81
-	2
-	1
-	5
-	2
-	1
-	2

	VIII
1. English	(100, 100, 100)
2. Hindi	(82-87, 98-100, 84-80)
3. Urdu	(1, --, 1)
4. Bengali	(1, 4-7, 1-2)
5. Telugu	(1-2, 4-15, 2-3)
6. Oriya	(95-97, 78-92, 93-96)
7. Sanskrit	(88-99, 72-100, 90-99)
8. Persian	(1, --, 1)
9. Social Studies	(50-98, 15-89, 46-97)
10. History	(2-50, 9-85, 3-54)
11. Geography	(2-50, 9-85, 3-54)
12. Civics	(6-13, 1-40, 5-16)
13. General Knowledge	(21-26, 1-7, 19-23)
14. Mathematics	(100, 100, 100)
15. General Science	(100, 100, 100)
16. Physics	(1, --, 1)
17. Chemistry	(1, --, 1)
18. Domestic Science	--
19. Arts	(3, 23, 2-3)
20. Crafts	(7-42, 70-83, 16-47)
21. Drawing	(47-52, 81-88, 52-56)
22. Music	(--, 28-29, 3-5)
23. Physical Education	(88-93, 86-92, 88-93)
24. Moral Education	(9-10, 1-5, 8-10)
25. Activities	(10-13, 4-9, 9-12)
26. Radio Boradcasts	--
27. Library	(6, 1-9, 5-7)

	ORISSA
IX	X
(100, 100, 100)	(100, 100, 100)
(65-83, 65-100, 65-84)	(53-65, 65-78, 54-66)
(1, --, 1)	(1, --, 1)
(1, 4-8, 1-2)	(0-1, 4-8, 1-2)
(1-2, 6-14, 2-3)	(2, 6-14, 2-3)
(95-97, 81-88. 94-95)	(95-96, 80-96, 94)
(87-96, 100, 90-97)	(85-96, 99-100, 88-97)
(1, --, 1)	(1, --, 1)
(85-97, 55-100, 81-97)	(32-97, 21-100, 30-98)
(3-13, 0-45, 3-17)	(1-64, 17-79, 1-66)
(2-22, 14-46, 2-25)	(3-64, 17-79, 5-66)
(2-8, 0-27, 4-7)	(2-10, 28, 1-12)
(15-22, 2-8, 14-19)	(16-23, 2-10, 16-20)
(100, 100, 100)	(100, 100, 100)
(100, 100, 100)	(100. 100, 100)
(2, 0-1, 2)	(1, --, 1)
(2, 0-1, 2)	(1, --. 1)
(--, 12-20, 8-3)	(--, 17-30, 2-4)
(2, 26, 2-3)	--
(10-34, 49-84, 15-38	(9-35, 46-85, 14-36)
(4, 1-10, 1-4)	(4-5, 1-11, 1-5)
(--, 23-34, 3-4)	(--, 11, 1)
(88-92, 90-94, 88-93)	(85-92, 40-59, 83-89)
(9-11, 1-6, 8-11)	(11-14, 0-9, 10-13)
(11-16, 5-10, 10-14)	(12-18, 7-11, 11-17)
(4-5, 5-6, 4-5)	(5-6, 6-8, 5-7)
(5-7, 4-10, 5-7)	(5-7, 1-11, 5-6)

XI	XII	n
(100, 100, 100)	(100, 100, 100)	45
(41-52, 62-72, 44-53)	-	42
(1, --, 1))	-	5
(1, 2-6, 1)	-	3
(1-3, 6-13, 2-4)	-	2
(94-97, 82-88, 92-96)	-	45
(93-94, 92-100, 86-95)	-	45
(1, --, 1)	-	5
(31-96, 20-100, 29-96)	-	45
(60-62, 51-80, 59-65)	-	28
(60-62, 51-80, 59-65)	-	28
(2-13, 2-33, 2-16)	-	16
(14-20, 2-11, 14-18)	-	9
(100, 100, 100)	-	45
(100, 100, 100)	-	45
(1, --, 1)	-	1
(1, --, 1)	-	1
(--, 14-28, 2-3)	-	3
--	-	1
(7-25, 22-58, 9-28)	-	17
(3-4, 1-10, 4)	-	30
--	-	2
(87-94, 46-67, 82-89)	-	42
(12-18, 2-11, 12-17)	-	2
(13-19, 8-10, 12-18)	-	4
(5-7, 7-10, 5-7)	-	1
(7-8, 2-10, 6-7)	-	3

PANJAB

VIII

1. English	(100, 100, 100)
2. Hindi	(94-96, 82-92, 94-95)
3. Panjabi	(90-92, 83-90, 90-93)
4. Sanskrit	(25-28, 15-21, 23-26)
5. Social Studies	(98-100, 69-84, 93-99)
6. General Knowledge	(0-2, 2, 0-2)
7. History	(0-4, 0-4, 0-2)
8. Geography	(2-5, 0-2, 2-4)
9. Civics	(0-1, 2-3, 0-1)
10. Economics	--
11. Arithmetic & Household Accounts	(--, 17-21, 4-5)
12. Mathematics	(100, 69-84, 94-99)
13. General Science	(96-99, 97-100, 98-99)
14. Physics	--
15. Chemistry	--
16. Biology	--
17. Hygiene and Physiology	--
18. Domestic Science	(--, 11-15, 3)
19. Arts	(0-1, 3-4, 1-2)
20. Crafts	(8-15, 31-44, 15-23)
21. Drawing	(--, 0-1, 0-1)
22. Music	(--, 0-1, 0-1)
23. Sewing	(--, 4-5, 1-2)
24. Needle work	(--, 6-11, 1-3)
25. Tailoring	(--, 0-1, 0-1)
26. Cooking & Laundry	(--, 1-2, 0-1)
27. Agriculture	(6-8, 1, 5-7)
28. Physical Education	(59-61, 38-51, 57-58)
29. Activities	(0-1, 3-5, 1-2)
30. National Discipline Scheme	(--, 2-3, 0-1)
31. Moral Education	(--, 3-5, 1)

IX	X
(100, 100, 100)	(100, 100, 100)
(63-82, 61-25, 64-82)	(61-81, 57-85, 60-81)
(36-65, 43-79, 40-68)	(38-59, 39-68, 40-62)
(11-16, 6-12, 10-16)	(13-17, 6-12, 12-16)
(99-100, 6-79, 92-97)	(100, 55-78, 94-97)
(0-5, 2, 0-4)	(0-4, 2, 0-4)
(1-14, 1-11, 1-14)	(2-15, 2-14, 2-15)
(1-11, 0-7, 2-4)	(0-16, 1-10, 0-15)
(1-2, 2-4, 1-3)	(1-4, 2-3, 1-3)
(0-1, 1-4, 1)	(0-3, 1, 1-3)
(--, 18-35, 4-6)	(--, 20-37, 4-7)
(100, 61-79, 92-98)	(100, 55-78, 94-97)
(33-53, 28-55, 33-53)	(29-49, 26-46, 29-48)
(19-23, 5-8, 16-21)	(20-23, 5-10, 17-21)
(19-23, 5-8, 16-21)	(20-23, 5-10, 17-21)
(0-1, 0-1, 0-1)	(0-1, 0-1, 0-1)
(0-1, 11-22, 2-5)	(0-1, 15-24, 3-5)
(--, 1, 0-1)	(--, 1, 0-1)
(1-4, 2-4, 1-4)	(1-3, 1-5, 1-3)
(19-35, 21-36, 20-35)	(13-33, 15-30, 13-32)
(23-31, 1-2, 18-28)	(27-32, 1-2, 19-27)
--	--
(--, 2-3, 0-1)	(--, 2, 0-1)
--	--
--	--
--	--
(3-4, --, 2-3)	(2-5, --, 2-4)
(53-59, 46- 49, 53-59)	(54-59, 48-61, 53-59)
(--, 1, 0-1)	(--, 1, 0-1)
(--, 3-4, 0-1)	(--, 2-3, 0-1)
--	--

XI	XII	n
(100, 100, 100)	(--,	183
(2,30, 30-33, 4-33)	--	174
(...)	--	175
(1, 7-19, 1-5)	--	74
(2-30, 24-89, 4-32)	--	181
(--, --	--	8
(16-20, 17-47, 19-21)	--	29
(--, 8-34, 3)	--	30
(1-20, 35, 8-16)	--	15
(16-20, 4-37, 3-18)	--	5
(--, --	--	14
(25-32, 41-50, 27-35)	--	171
(20, 29-41, 8-26)	--	182
(7-25, ..., 5-21)	--	45
(7-25, ..., 5-21)	--	45
(1, --, 1-4)	--	4
--	--	16
--	--	10
(20, 8, 2-16)	--	21
(--, 16, 2)	--	89
(2-3, ..., 3)	--	105
--	--	2
(--, 28, 3)	--	8
--	--	8
--	--	1
--	--	3
--	--	28
--	--	115
--	--	9
--	--	1
--	--	1

	VIII
1. English	(100, 100, 100)
2. Hindi	(100. 100, 100)
3. Urdu	(1, --, 1)
4. Panjabi	(1, --, 1)
5. Sindhi	(0-1, 4-17, 1-1)
6. Sanskrit	(79-89, 40-47, 74-80)
7. Social Studies	(88-94, 61-71, 84-90)
8. History	(6-8, 28-38, 10-12)
9. Geography	(13-14, 30-35, 16-21)
10. Civics	(1-3, 10-14, 2-4)
11. Commerce	(13-17, 1, 11-13)
12. General Science	(5-7, 4-17, 5-8)
13. Mathematics	(100, 100, 100)
14. General Science	(100, 100, 100, 100)
15. Domestic Science/Home Science	(--, 30-45, 6-8)
16. Arts	(2-3, 17-21, 5-6)
17. Crafts	(75-81, 44-64, 71-78)
18. Drawing	(32-38, 25-29, 31-36)
19. Music	(--, 9-36, 1-6)
20. Sewing	(--, 17-29, 3-5)
21. Physical Education	(66-69, 37-48, 62-65)

1. English	(82-90, 58-83, 82-89)
2. Hindi	(100, 100, 100)
3. Urdu	(2, --, 2)
4. Bengali	(0.1, --, 0-1)
5. Panjabi	(--, 5-7, 1-2)
6. Sindhi	(0-1, 1-2, 1)
7. Sanskrit	(24-28, 10-18, 22-25)

RAJASTHAN

IX	X
(100, 100, 100)	(100, 100, 100)
(100, 100, 100)	(100, 100, 100)
-	-
-	-
-	-
(4-16, 0-2, 3-15)	(3-7, 0-1, 2-6)
(100, 100, 100)	(100, 100, 100)
(1-2, 3-6, 2-2)	(2-3, 2-7, 2-3)
(1-2, 1-6, 1-3)	(1-3, 2-7, 1-2)
(1, --, 0-1)	(0-1, --, 0-1)
(1-6, --, 0-5)	(2-5, --, 2-4)
(4-6, 1-7, 4-6)	(4-6, 1-4, 4-6)
(100, 100, 100)	(100, 100, 100)
(100, 100, 100)	(100, 100, 100)
-	-
(0.1, --, 0-1)	(0-1, --, 0-1)
(46-64, 15-65, 42-63)	(34-59, 16-70, 32-57)
(2-5, 2-8, 3-4)	(3-4, 1-9, 3-4)
(--, 1, 0-1)	(--, 1, 0-1)
(--, 22, 3)	(--, 7-24, 3-4)
(51-67, 5-22, 45-59)	(45-65, 5-17, 40-58)
UTTAR PRADESH	
(96-97, 97-99, 96-97)	(90-97, 97-99, 91-97)
(100, 100, 100)	(100, 100, 100)
(0-1, 0-1, 0-1)	(0-1, --, 0-1)
--	--
(--, 1-6, 0-1)	(--, 2-3, 0-1)
(0-1, 1-2, 0-1)	(0-1, 1-2, 0-1)
(4, 0-3, 4)	(4-5, 1-2, 4)

XI	XII	n
(100, 100, 100)	-	67
(100, 100, 100)	-	67
-	-	2
-	-	1
-	-	1
(1-8, 1, 1-7)	-	54
(100, 100, 100)	-	67
-	-	9
-	-	11
-	-	4
-	-	12
(0-12, 3-26, 1-11)	-	3
(100, 100, 100)	-	67
(100, 100, 100)	-	67
-	-	4
-	-	7
(12-98, 26-79, 9-98)	-	61
-	-	32
-	-	6
(--, 48, 6)	-	1
(22-65, 6-28, 22-51)	-	52
(98-100,98-100,97-99)	(97-100,97-99) (97-100)	181
(100, 100, 100)	(100,100,100)	181
(0-1, --, 0-1)	(0-1,--,0-1)	11
--	--	1
(--, 2-3, 0-1)	(0-1,2-3,0-1)	2
--	--	1
(2-3, 1, 1-2)	(2-3,1-3,2-3)	81

	VIII
8. Arabic	(1, --, 0-1)
9. Angami	(--, 1-2, 0-1)
10. German	(1, --, 0-1)
11. Social Studies	(89-94, 63-93, 86-94)
12. History	(6-8, 6-10, 6-3)
13. Geography	(8-9, 7-11, 8-10)
14. Civics	(3-4, 1-5, 2-4)
15. Economics	(1, 1-2, 0-1)
16. Commerce	(0-3,0-1, 1-2)
17. Mathematics	(96-100, 84-100, 94-100)
18. General Science	(93-96, 62-92, 87-98)
19. Physics	--
20. Chemistry	--
21. Biology	--
22. Home Science	(--, 21-35, 6-9)
23. Arts	(22-26, 21-34, 23-27)
24. Crafts	(68-76, 42-61, 64-70)
25. Drawing	(25-28, 6-15, 21-25)
26. Music	(1, 6-13, 2-4)
27. Sewing	(--, 1, 0-1)
28. Tailoring	--
29. Agriculture	(10-12, 0-1, 7-10)
30. Physical Education	(79-86, 54-73, 76-84)
31. Moral Education	(0-1, 0-1, 0-1)

1. English	(100, 100, 100)
2. Hindi	(18-28, 9-19, 14-24)
3. Urdu	(0-2, --, 0-2)
4. Bengali	((93-96, 93-98, 95-96)
5. Panjabi	(--, 0-1, 0-1)

IX	X
-	-
-	-
(0-1, --, 0-1)	(0-1, --, 0-1)
(0-1, 2-5, 0-2)	(0-1, 1-4, 0-1)
(1-3, 3-10, 2-4)	(2, 3-4, 2-3)
(94, 1-4, 3-4)	(4, 1-2, 3-4)
(4-5, 3-5, 4-5)	(4-5, 3-4, 4-5)
(4-5, 1-4, 4-5)	(5-6, 1-2, 5)
(1, --, 1)	(0-1, --, 0-1)
(99-100, 4-32, 85-90)	(92-100, 3-14, 92-87)
(2-5, 5, 2-5)	(2-4, --, 1-4)
(4-5, 1-2, 4-5)	(4-5, 1-2,3-5)
(4-6, 1-2, 4-5)	(3-6, 1-2, 3-5)
(5-6, 1-2, 5-6)	(4-7, 1-2, 3-6)
(--, 74-89, 10-12)	(--, 77-92, 9-12)
(2-3, 0-3, 2-3)	(2-3, 0-2, 2)
(0-1, 9-11, 2)	(0-1, 9-13, 2)
(0-2, 1-2, 0-2)	(1, 0-1, 0-1)
-	-
-	-
(0-1, --, 0-1)	(0-1, --, 0-1)
(0-1, --, 0-1)	(1, --, 1)
(16-20, 20-29, 17-21)	(14-17, 16-29, 15-18)
-	-
	WEST BENGAL
(100, 100, 100)	(100,100, 100)
(8-19, 3-14, 6-17)	(5-9, 3-8, 4-9)
(0-2, --, 0-2)	(0-2, --, 0-1)
(93-95, 93-100, 93-96)	(89-92, 94-100, 90-93)
(--, 0-1, 0-1)	(--, 0-1, 0-1)

XI	XII	n
-	-	1
-	-	1
-	-	1
-	-	166
(1-2, 0-2, 1-2)	(1-2, 0-1, 1-2)	33
(2-3, 0-1, 1-2)	(2-3, --, 2-3)	32
(3-4, 0-1, 2-4)	(3-4, 0-1, 3-4)	27
(3-5, 0-1, 3-5)	(6-7, 0-1, 5-6)	21
(0-1, --, 0-1)	(0-1, --, 0-1)	12
(5-10, 0-3, 4-9)	(9-11, 0-4, 8-9)	180
(1, --, 1)	(1, --, 1)	174
(9-12, 0-1, 8-11)	(8-9, 0-1, 7-8)	21
(9-10, 0-1, 7-9)	(9-11, 0-1, 8-10)	21
(2-6, 0-1, 2-5)	(3-4, --, 3-4)	18
(--, 1-4, 0-1)	(--, 2-3, 0-1)	51
(0-1, 5, 0-1)	(0-1, --, 0-1)	65
(0-1, 2, 0-1)	(0-1, 1, 0-1)	132
(0-1, --, 0-1)	(0-1, --, 0-1)	56
-	-	14
-	-	1
-	-	1
(1, --, 1)	(0-1, --, 0-1)	126
(13-16, 16-21, 13-16)	(14-16, 17-23, 15-16)	161
-	-	1
(100,100, 100)	(100, 100, 100)	227
(8-23, 6-53, 7-29)	-	214
(2, --, 1)	-	1
(77-87, 100, 81-85)	-	227
-	-	1

	VIII
6. Nepali	(0-1, 0-1, 0-1)
7. Sanskrit	(79-83, 90-93, 84-87)
8. Persian	(0-1, --, 0-1)
9. Arabic	(2, 0-1, 1)
10. Social Studies	(1-2, 0-1, 0-1)
11. History	(98-100, 96-99, 98-100)
12. Geography	(98-100, 96-100, 98-99)
13. Civics	(3-4, 0-2, 2-3)
14. Economics	-
15. General Knowledge	(2-3, 0-1, 1-2)
16. Mathematics	(99- 100, 98-100, 100)
17. General Science	(98-100, 96-100, 99)
18. Physics	-
19. Chemistry	-
20. Biology	-
21. Hygiene	(2-3, 9-13, 4-6)
22. Home Science/Domestic Science	(0-1, 35-42, 13-15)
23. Arts	(0-1, 5-9, 2-4)
24. Crafts	(24-46, 75-80, 43-58)
25. Drawing	(21-27, 36-38, 28-31)
26. Music	(--, 5-10, 2-4)
27. Dancing	(--, 1-2, 1)
28. Sewing	(--, 0-5, 0-1)
29. Needlework	(--, 1-2, 0-1)
30. Physical Education	(54-55, 39-42, 49-50)
31. Moral Education	(0-2, 0-1, 0-1)
32. Library	(1-2, 3-4, 2)
33. Hobbies	-

IX	X
(0-1, 0-1, 0-1)	(0-1, 0-1, 0-1)
(28-69, 43-57, 33-66)	(28-68, 27-93, 28-75)
(0-1, --, 0-1)	(0-1, --, 0-1)
(1-2, 0-1, 1)	(1, 0-1, 1)
(32-68, 25-48, 30-61)	(32-62, 21-46, 29.57)
(25-69, 46-70, 32-69)	(31-69, 49-67, 37-69)
(22-67, 42-78, 29-70)	(29-68, 49-72, 35-69)
(5-9, 2-5, 4-7)	(6-10, 3-5, 5-8)
(2-12, 3-5, 3-9)	(4-15, 1-6, 5-11)
(1-2, 0-1, 1)	)1-2, --, 1)
(96-100, 98-99, 97-100)	(96-98, 95-99, 97-98)
(99-100, 95-98, 99-100)	(99-100, 94-98, 98-100)
(0-1, 2, 1)	(0-1, 2, 1)
(0-1, 0-1, 0-1)	(0-1, 1, 0-1)
(0-1, 1-3, 1-2)	(0-2, 1-3, 1-2)
(--, 4-9, 1-2)	(--, 3-11, 1-3)
(--, 12-20, 4-6)	(--, 13-19, 4-6)
(1-3, 2-4, 1-3)	(1, 2, 1)
(33-65, 36-44, 34-56)	(3-13, 1-6, 4-9)
(0-3, 5-10, 2-5)	(0-3, 2-7, 1-4)
(--, 1, 0-1)	(--, 1, 0-1)
--	--
--	--
--	--
(26-31, 11-14, 22-26)	(24-31, 10-14, 21-26)
(0-1, 0-1, 0-1)	(0-1, 0-1, 0-1)
--	--
(1-2, 2-4, 2-3)	(0-2, 0-1, 1)
(--, 0-1, 0-1)	(--, 0-1, 0-1)

XI	XII	n
-	-	1
(4, 0-1, 0-3)	-	199
(0-1, --, 0-1)	-	8
(-	-	19
(4-5, 3, 2-5)	-	129
(4-5, 0-3, 0-9)	-	224
(4-5, 0-6, 0-4)	-	227
(5, --, 0-1)	-	29
(--, 2-4, 1)	-	26
(--	-	10
(1-4, 1-4, 1-4)	-	227
(4-5, 1, 0-3)	-	226
(--, 0-3, 1)	-	3
(--, 0-3, 1)	-	3
(--, 0-3, 0-1)	-	4
-	-	23
-	-	40
-	-	14
(0-1, --, 2)	-	149
(5, 1-7, 0.2)	-	109
-	-	8
-	-	1
-	-	2
-	-	1
(17-25, 2-35, 16-21)	-	119
-	-	2
-	-	1
(2, --, 1-2)	-	4
-	-	1

	VIII
1. English	(100, 100, 100)
2. Hindi	(95-100, 92-100, 94-100)
3. Bengali	(4-5, 6-13, 5-7)
4. Panjabi	(1, 4-5, 1-2)
5. Sanskrit	(44-63, 31-50, 42-52)
6. Social Studies	(89-98, 93-97, 90-98)
7. History	--
8. Geography	--
9. Civics	(--, 4-8, 1-3)
10. Economics	--
11. Commerce	--
12. Mathematics	(100, 100, 100)
13. General Science	(100, 41-72, 77-92)
14. Physics	--
15. Chemistry	--
16. Biology	--
17. Hygiene and Physiology	--
18. Home Science	(--, 13-34, 4-10)
19. Arithmetic and Domestic Science	(--, 9-22, 4-8)
20. Arts	(3-19, 2-46, 7-13)
21. Crafts	(13-19, 10-19, 14-19)
22. Drawing	(85-100, 8-37, 61-75)
23. Music	(2-3, 10-21, 5-8)
24. Agriculture	(4-9, --, 2-7)
25. Physical Education	(78-79, 71-100,74-82)
26. Library	(4-5, --, 3)

	DELHI
IX	X
(100, 100, 100)	(100, 100, 100)
(89-91, 63-95, 72-84)	(41-71, 37-95, 56-62)
(2-4, 7-12, 4-6)	(3-5, 8-16, 4-8)
--	--
(2-6, 3-7, 1-6)	(3-7, 1-9, 3-5)
(--, 17-98, 6-8)	(--, 8, 3)
(9-14, 9-24, 12-16)	(3-13, 4-84, 4-17)
(4, 4, 1-3)	(2, 1, 0-2)
(3-8, 8-15, 5-11)	(6-8, 7-14, 7-9)
(8-12, 9-28, 8-15)	(9-13, 6-19, 7-13)
(3-9, --, 2-5)	(4, --, 3)
(70-81, 10-27, 51-62)	(73-83, 14-21, 54-69)
(6-20, 7, 6-18)	(2-11, 5-7, 4-8)
(11-21, 1-3, 10-16)	(18-23, 0-3, 13-17)
(11-21, 1-3, 10-16)	(18-23, 0-3, 13-17)
(6, 2-3, 1-5)	(--, 2, 1)
(1-2, 2-5, 1-3)	(1-2, 2-4, 1-2)
(--, 8, 3)	(--, 8, 3)
(--, 18-27, 7-9)	(--, 0-32, 3-8)
(1, 6, 1-2)	(1, --, 1)
(--, 17-19, 6-7)	(--, 22-30, 8-10)
(18-26, 5-8, 13-21)	(18-22, 3-8, 13-17)
--	--
(2-6, --, 2-4)	(3-7, --, 2-5)
(70-77, 68-91, 70-79)	(66-75, 74-86, 69-76)
(4-7, --, 3-5)	(6-9, --, 4-6)

XI	XII	n
(100, 100, 100)	--	35
(27-41, 48-95, 36-55)	--	35
(3-18, 9-11, 5-10)	--	2
--	--	1
(3-9, 1-21, 2-12)	-	23
(--, 11, 4)	-	32
(1-10, 2-14, 1-11)	-	11
(5, --, 2)	-	1
(3-8, 2-9, 4-7)	-	9
(5-24, 5-9, 5-13)	-	8
(3, --, 2)	-	3
(58-78, 9-21, 36-59)	-	35
(--, 4, 1)	-	26
(19-51, 1-2, 2-28)	-	7
(19-51, 1-2, 2-8)	-	7
--	-	2
(1-5, 1-5, 1-5)	-	2
(--, 6, 2)	-	2
(--, 18-38, 7-17)	-	4
(1-3, --, 1-2)	-	4
(--	-	13
(19-34, 2-11, 14-19)	-	28
--	-	3
(1-4, --, 0-2)	-	2
(57-79, 76-100, 76-88)	-	31
(7-31, --, 4-17)	-	1

HIMACHAL PRADESH

	VIII
1. English	(100, 100, 100)
2. Hindi	(88-92, 100, 90-96)
3. Urdu	(10-36, 11-86, 11-43)
4. Panjabi	--
5. Sanskrit	(8-27, 13-54, 7-33)
6. Social Studies	(66-100, 98-100, 73-100)
7. History	(34, 72, 33)
8. Geography	(34, 2, 30)
9. Civics	(11-11, 11-14, 11-12)
10. Economics	--
11. Mathematics	(89-100, 39-76, 88-100)
12. General Science	(70-99, 73-100, 71-97)
13. Physics	--
14. Chemistry	--
15. Biology	--
16. Hygiene and Physiology	--
17. Arts	(3-4, 3-5, 3-4)
18. Crafts	(25-33, 58-59, 31-36)
19. Drawing	(25-37, 29-34, 22-39)
20. Physical Education	(47-63, 53-99, 52-67)

MANIPUR

1. English	(100, 100, 100)
2. Hindi	(85-91, 37-67, 82-89)
3. Manipur	(85-91, 37-67, 82-89)
4. History	(100, 100, 100)
5. Geography	(100, 100, 100)
6. Mathematics	(100, 100, 100)
7. General Science	(65-75, 33-100, 66-77)
8. Domestic Science	--

IX	X
(100, 100, 100)	(100; 100, 100)
(84-96, 45-100, 84-97)	(85-92. 57-83, 85-90)
--	--
(4, 3, 3)	--
(2-19, 37-59, 2-25)	(4-11, 26-57, 5-15)
(39-100, 52-100, 39-100)	(31-96, 21-100, 36-100)
(1-87, 10-27, 3-86)	(2-78, 12-38, 4-74)
(1-25, 3-7, ...,)	(2-45, 6-13, 2-23)
(3, 17-20, 2-5)	(2-3, 14-30, 2-4)
(1-9, 2-24, 1-11)	(1-3, 2-38, 1-5)
(92-100, 47-100, 88-100)	(87-100, 42-100, 82-100)
(23-70, 52-97, 25-70)	(17-52, 35-100, 22-55)
(19-45, 3-7, 17-42)	(22-41, 4, 19-38)
(19-45, 3-7, 17-42)	(22-41, 4, 19-38)
(1, 6, 2)	(3, --, 3)
(--, 18-44, 2-5)	(--, 23-31, 1-5)
--	--
(10-36, 23-57, 11-39)	(9-41, 21-70, 10-43)
(19-39, 1-37, 16-39)	(19-39, 48, 17-39)
(37-67, 44-97, 38-71)	(43-58,43-100, 43-61)
(100, 100, 100)	(100, 100, 100)
--	--
(82-91, 34-58, 79-87)	(84-92, 61-62, 92-90)
(100, 100, 100)	(100, 100, 100)
(100, 100, 100)	(100, 100, 100)
(100, 100, 100)	(100, 100, 100)
--	--
(--, 42-100, 1-4)	(--, 39-100, 2-5)

(, XII)	XII	[illegible]
(100, 100, 100)	-	12
--	-	12
--	-	6
--	-	1
...	-	10
--	-	12
(31, 86, 41)	-	5
...	-	3
(31, 86, 42)	-	2
(31-40, ..., ...)	-	1
(41-50, --, 41)	-	11
--	-	12
(41-50, --, 33-34)	-	4
(41-50, --, 33-34)	-	4
--	-	1
--	-	1
--	-	1
--	-	11
--	-	8
(100, 100, 100)	-	9
(100, 100, 100)	-	
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VIII

9. Drawing	(32. 67, 31)
10. Physical Education	(9.42, 63-100, 11-45)

1. English	(100, 100, 100)
2. Hindi	(25-90, 17-33, 15-64)
3. Bengali	(100, 33-39, 69-77)
4. Sanskrit	(56-96, 70-100, 74-98)
5. Arabic	(4-8, --, 2-4)
6. Social Studies	--
7. History	(56-100, 100, 74-100)
8. Geography	(56-100, 100, 74-100)
9. Civics	(10-19, --, 5-11)
10. Economics	--
11. Mathematics	(100, 100, 100)
12. General Science	(100, 100, 100)
13. Hygiene and Physiology	--
14. Crafts	(62-70, 12-83, 45-76)
15. Drawing	(--, 61- 67, 23-29)
16. Physical Education	(16-30, 65-69, 40-46)

1. English	(100, 100, 100)
2. Hindi	(78-100, 58-83, 69-82)
3. History	(100, 100, 100)
4. Geography	(100, 100, 100)
5. Mathematics	(100, 100, 100)
6. General Science	(100, 100, 100)
7. Hygiene	(18-28, 17-43, 18-31)
8. Scriptures	(18-22, 17-24, 18-31)

IX	X
(25, 33, 36)	(60, 62, 60)
(12-44, 42,-100, 14-49)	(13-100, 39-100, 13-100)
	TRIPURA
(100, 100, 100)	(100, 100, 100)
(7-12, --, 4-7)	--
(100, 26-37, 67-76)	(100, 24-29, 62-69)
(34-96, 7-21, 33-65)	(42-70, 2-10, 22-41)
(1-10, --, 0-6)	(3-9, --, 1-5)
(45-53, 17-91, 39-70)	(34-55, 8-85, 30-67)
(31-84, 3-83, 8-74)	(26-77, 15-93, 21-84)
(12-84, 3-83, 8-74)	(27-77, 15.93, 21-84)
(8-50, 1-3, 6-32)	(40-48, 2-3, 21-27)
(8-50, 1-3, 6-32)	(22-57, 2-3, 12-30)
(100, 100, 100)	(100, 100, 100)
(100, 100, 100)	(100, 100, 100)
(--, 7-18, 3-8)	(--, 9-20, 4-10)
(45-61, 76-88, 61-68)	(26-27, --, 13-14)
--	--
(13-33, 63-73, 36-52)	(14-26, --, 8-13)
	NAGALAND
(100, 100, 100)	(100, 100, 100)
--	--
(100, 100, 100)	(100, 100, 100)
(100, 100, 100)	(100, 100, 100)
(100, 100, 100)	(100, 100, 100)
(100, 100, 100)	(100, 100, 100)
(100, 100, 100)	(100, 100, 100)
(19-23, 23-38, 19-25)	(17-39, 18-30, 18-37)

XI	XII	n
-	-	2
-	-	2
(100, 100, 100)	-	8
	-	7
(100, 1-9, 42-89)	-	7
-	-	8
-	-	2
(61-66, --, ...)	-	5
-	-	8
-	-	8
-	-	3
-	-	4
-	-	8
-	-	8
-	-	1
-	-	4
-	-	1
-	-	3
-	-	2
-	-	1
-	-	2
-	-	2
-	-	2
-	-	2
-	-	1
-	-	1

	VIII
1. English	(100, 100, 100)
2. Hindi	(96-100, 61-90, 81-85)
3. Marathi	(0-4, 4-8, 3-5)
4. Sanskrit	(0-4, 4-8, 3-5)
5. French	(39-48, 19-47, 30-43)
6. Portuguese	(13, 6, 10)
7. Social Studies	(77-95, 79-92, 81-84)
8. History	(23-41, 26-47, 24-44)
9. Geography	(23-41, 32-63, 27-50)
10. Civics	(23-35, 30-45, 30-38)
11. General Knowledge	(4-13, 6-9, 4-11)
12. Mathematics	(67-78, 81-90, 76-82)
13. General Science	(100, 100, 100)
14. Physics	(33-38, 12-23, 24-31)
15. Chemistry	--
16. Arts	(--, 7-12, 3-6)
17. Crafts	(--, 17-45, 8-22)
18. Drawing	(28-41, 32-73, 32-55)
19. Music	(--, 9-16, 4-8)
20. Physical Education	(48-85, 43-86, 55-84)
21. Moral Education	(4-9, 1-6, 1-8)

1. English	(100, 100, 100)
2. Hindi	(33-49, 11-28, 26-49)
3. Tamil	(70-89, 87-100, 77-92)
4. French	(11- 70, --, 8-57)
5. Social Studies	(25-60, 100, 43-76)
6. History	
7. Geography	

GOA, DAMAN AND DIU

IX	X
(100, 100, 100)	(100, 100, 100)
(96-100, 73-94, 88-97)	(92-100, 61-91, 82-96)
(1-2, 4-20, 3-7)	(2-4, 4-17, 3-7)
(1-2, 4-20, 3-7)	(2-4, 4-17, 3-7)
(36-39, 24-37, 31-38)	(33-37, 15-43, 26-38)
--	--
(76-95, 83-91, 80-96)	(100, 100, 100)
(20-46, 25-50, 23-47)	(23-42, 22-43, 23-43)
(20-46, 32-59, 26-44)	(61-78, 60-72, 61-76)
(20-46, 31-52, 26-47)	(23-42, 32-50, 27-42)
--	- --
(57-81, 78-88, 88-63)	(64-78, 73-90, 69-81)
(100, 100, 100)	(100, 100, 100)
(32-48, 11-36, 22-43)	(33-38, 15-43, 26-38)
--	(33-38, 15-43, 26-38)
(--, 4-12, 1-5)	(--, 6- 16, 2-6)
(--, 10-26, 3-11)	(--, 12-20, 4-8)
(4-9, 23-30, 14-17)	(--, 17-25, 7-10)
(--, 7-11, 3-5)	--
(41-85, 36-75, 46-80)	(35-75, 17-83, 44-78)
(0-5, 4-8, 1-5)	--
	PONDICHERRY
(100, 100, 100)	(100, 100, 100)
(18-35, 94-100, 14-53)	(14-34, 100, 16-56)
(62-66, 95-100, 68-90)	(60-84, 100, 72-90)
(14-22	(18-40, --, 10-28)
	(14-34, 100, 16-56)
	(62-100, --, 44-84)
	(66-100, --, 44-84)

XI	XII	n
(100, 100, 100)	-	10
(93-97, 56-90, 81-93)	-	9
(3-15, 4-8, 5-12)	-	2
(3-15, 4-8, 5-12)	-	1
(29-34, 18-37, 27-35)	-	4
--	-	1
(100, 100, 100)	-	9
(32-48, 34-57, 33-50)	-	6
(62-72, 6[illegible]-85, 63-75)	-	9
(32-38, 42-57, 37-50)	-	6
--	-	2
(70-77, 81-94, 75-90)	-	10
(100, 100, 100)	-	10
(29-34, 18-37, 27-35)	-	2
(29-34, 18-37, 27-35)	-	2
(--, 7-13, 3-4)	-	1
(--, 8-13, 3-5)	-	4
(--, 13-23, 4-9)	-	10
--	-	1
(30-63, 20-65, 40-64)	-	8
--	-	1
(100, 100, 100)	-	4
(9-21, 100, 27-40)	-	3
(55-84, 100, 55-88)	-	4
(16-46, --, 12-45)	-	1
(9-22, 100, 15-40)	-	3
(79-100, --, 60-100)	-	1
(79-100, --, 60-100)	-	1

	VIII
8. Mathematics	(100, 100, 100)
9. General Science	(100, 100, 100)
10. Crafts	(25-51, 100, 43-67)
11. Drawing	(25-63, 100, 43-76)
12. Music	(--, 73-96, 21-33)
13. Physical Education	(25-63, 100, 43-76)

IX	X
(100, 100, 100)	(100, 100, 100)
(100, 100, 100)	(100, 100, 100)
(17-35, 100, 14-53)	(14-34, 100, 16-58)
(18-83, 100, 14-53)	(14-34, 100, 16-56)
(--, 84-100, 4-26)	(--, 87-100, 16-24)
(17-23, 100, 14-50)	(14-34, 100, 16-56)

XI	XII	n
(100, 100, 100)	-	4
(100, 100, 100)	-	4
(9-22, 100, 15-40)	-	3
(9-22, 100, 15-40)	-	3
(--, 89-100, 18-22)	-	1
(9-22, 100, 15-40)	-	3

Elective Groups Subjects	VIII
I. SCIENCE GROUP:	
1. Modern Indian Languages	
2. Mathematics	–
3. Biology	–
4. Physics	–
5. Chemistry	–
6. Classical Languages	–
7. Physical Science	–
8. Biological Science	–
TOTAL	
II COMMERCE GROUP:	
1. Elements of Commerce	
2. Accountancy	–
3. Book Keeping	–
4. Typing	–
5. Shorthand	–
6. Drafting & Precis	–
7. Commercial Geography	–
8. Commercial Economics	–
TOTAL	–

A SURVEY OF SECONDARY SCHOOLS IN INDIA

Table: Subjects enrolment percentages (boys, girls, total) in sample schools classes during 1959 to 1963.

-ELECTIVE GROUPS SUBJECTS-

IX	X
ANDHRA PRADESH	
(1-2,1,1-2)	(1-2,1-2,1)
-	(1-3,1-2,1-3)
-	(1-2,3-4,2-3)
-	(1,4-5,1-2)
-	(1,4-5,1-2)
(1-2,0-1,1)	(1,0-2,1)
(1-2,1,1)	(1-2,0-2,1)
(1-2,1,1)	(1-2,0-2,1)
(1[illegible] ,1,1)	(2,5,5-7,2-5)
(0-1,-,0-1)	(1-3,-,1-2)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,0-1,0-1)	(1-2,0-1,1-2)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(0-1,0-1,0-1,)	(0-1,0-1,0-1)
(0-1,0-1,0-1)	((0-1.0-1,0-1)
-	(0-1,-,0-1)
-	(0-1,-,0-1)
(0-1,0-1,0-1)	(1-2,0-1,1-2)

XI	XII	n
(1,1-2,1)	(7,3-7,6-7)	1
(2-3,1-2,2-3)	(5-21,8-70,5-19)	4
(2,3-5,2-3)	(4-14,20-53,7-18)	3
(1,4-5,1-2)	(3-4,28-70,7-13)	2
(1,4-6,1-2)	(3-4,28-70,7-13)	2
(1,0-2,1)	(6-7,2-5,6-7)	1
(1,1-2,1)	(7,3-7,6-7)	1
(1,1-2,1)	(7,3-7,6-7)	1
(2-6,5-8,3-6)	(11-29,33-70,11-32)	4
(2,-,2)	(6-13,-,5-11)	4
(0-1,-,0-1)	(0-3,-,0-2)	1
(2,0-1,2)	(5-10,-,4-8)	4
(0-1,0-1,0-1)	(0-3,-,02)	3
(0-1,0-1,0-1)	(0-3,-,0-2)	2
(0-1,0-1,0-1)	-	2
(0-1,-,0-1)	(2-3,-,2)	1
(0-1,-,0-1)	(2-3,-,2)	1
(1-2,0-1,1-2)	(5-13,-,4-11)	5

SURVEY QUESTION 20B

	VIII
III. HOME SCIENCE GROUP	
1. House Craft	-
2. Cookery	-
3. Laundry	-
4. Hygiene & Physiology	-
Total	-
IV. TECHNICAL GROUP	
1. Mechanical Engineering	-
2. Electrical Engineering	-
3. Applied Mechanics	-
4. Applied Mathematics	-
5. Geometrical & Mechanical Drawing	-
Total	-

ASSAM

I. HUMANITIES GROUP:	
1. Classical Languages	(4-6,1-8,2-4)
2. History	(5-6,5-12,3-4)
3. Civics	(5-8,5-7,3-5)
4. Geography	(1-8,5-13,1-6)
5. Home Science	(-,7-13,...)
6. Logic	(0-1,1,0-1)
Total	...
II. SCIENCE GROUP:	
1. Mathematics	(1-3,1-2,1-2)
2. Biology	(0-4,3,0-3)
3. Physics	(3-4,1-3,2-3)
4. Chemistry	(3-4,1-3,2-3)
Total	...

IX	X
-	(-,2-3,1)
-	(-,2-3,1)
-	(-,2-3,1)
-	(-,2-3,1)
-	(-,3,1)
-	
-	(0-3,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
-	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(1-2,-,0-1)
(2-4,2-5,2-3)	(3-5,2-3,2-3)
(4-6,2-5,2-3)	(5-7,7-10,4-5)
(4-6,5-8,3-5)	(5-78-9,4-5)
(1-3,-,1-2)	(1-3-,1-2)
(-,7-8,...)	9-,7-10,...)
-	-
...	...
(2-3,1-2,1-2)	(2-4,1-2,1-3)
(1-2,-,0-1)	(1-2,-,1)
(3-4,1-2,2-3)	(3-5,1-2,2-4)
(3-4,1-2,2-3)	(3-5,1-2,2-4)
...	...

XI	XII	n
(-,2-5,0-1)	(-,14-40,2-7)	1
(-,2-5,0-1)	(-,14-40,2-7)	1
(-,2-5,0-1)	(-,14-40,2-7)	1
(-,2-5,0-1)	(-,14-40,2-7)	1
(-,2-3,0-1)	(-,14-18,2-3)	1
(1,-,1)	(2-5,-,2-4)	2
(0-1,-,0-1)	(-	1
(1,-,0-1)	(-	1
(1,-,1)	(2-5,-,2-4)	1
(1,-,0-1)	-	1
(1-2,-,0-1)	(2-5,-,2-4)	2
(22-30,16-26,16-29)	-	3
(32-45,51-62,23-43)	-	2
(29-44,57-64,21-42)	-	3
(12-21,-,9-16)	-	3
(-,54-76,...)	-	1
-	-	1
-	-	-
(17-27,14-15,12-25)	-	3
(4-12,-,4-9)	-	3
(30-31,14-15,21-29)	-	3
(30-31,14-15,21-29)	-	3
...	-	-

	VIII
III. FINE ARTS GROUPS	
1. Appreciation of Arts	(-,0-2, ...)
2. Music	(,0-2, ...)
3. Drawing & Painting	(-,0-2, ...)
Total	(-,0-2, ...)
I. HUMANITIES GROUP:	
1. Classical Languages	(13-29,6-9,13-28)
2. History	(10-14,20-43,10-13)
3. Geography	(12-18,43-58,12-17)
4. Mathematics	(1-20,1-10,2-19)
5. Everyday Science	(30-38,22-34,30-46)
6. Modern Indian Languages	(0-1,-,0-1)
7. Hygine & Phyaiology	(29-54,46-68,30-53)
8. Domestic Science	(-,21-33,...)
9. Commercial Geography	-
10. Civics & Economics	(6-32,4-8,4-22)
11. Music	(0-1,6-9,0-1)
12. General Scienne	(1-12,0-18,1-12)
Total	...
II. SCIENCE GROUP:	
1. Methematics	(70-91,4-17,64-84)
2. Biology	(1-11,1-9,1-11)
3. Physics	(59-77,3-20,55-72)
4. Chemistry	(59-77,3-20,55-72)
5. Hygiene & Physiology	(-,0-1,0-1)
6. Classical Languages	(0-1,0-1,0-1)
Total	....

IX	X
(-,0-1,...)	(-,0-1,...)
(-,0-1,...)	(-,0-1,...)
(-,0-1,...)	(-,0-1,...)
(-,0-1,...)	(-,0-1,...)

B I H A R

(3-4,5-8,3-5)	(14-16,39-53,16-19)
(41-44,19-38,37-41)	(23-33,16-27,21-30)
(54-59,46-60,50-55)	(47-53,27-41,44-50)
(1-3,1-9,2-3)	(4-5,7-14,4-6)
(11-13,27-31,12-14)	(4-7,1-10,4-7)
(0-1,-,0-1)	(1,0-1, 1)
(18-23,43-72,19-23)	(37-39,56-62,37-40)
(-,20-31,...)	(-,18-25,...)
-	(0-1,-,0-1)
(6-7,3-8,5-6)	(43-46,35-56,41-44)
(0-1,4-8,0-1)	((0-1,1-3,0-1)
(1-2,11-24,1-3)	(0-1-,0-1)
...	...
(27-32,2-18,24-29)	(24-30,1-10,22-26)
(1-3,0-10,1-4)	(2-4,1-7,1-4)
(28-32,1-19,25-30)	(25-31,2-17,23-29)
(28-32,1-19,25-30)	(25-31,2-17,23-29)
(-,0-1,0-1)	(0-1,0-1,0-1)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
...	...

XI	XII	N
(-,3-6,...)	-	1
(-,3-6,...)	-	1
(-,3-6,...)	-	1
(-,3-6,...)	-	1
(15-18,45-56,16-20)	(15-26,2,15-26)	26
(23-23,16-27,21-30)	(24-32,6-40,21-29)	83
(47-53,27-41,44-50)	(48-54,25-43,45-51)	111
(4-5,7-14,4-6)	(1-7,2,1-7)	26
(5-6,2-11,5-6)	(3,-,3)	28
(1,0-1,1)	(1-2,-,1-2)	4
(35-39,46-74,36-40)	(6-18,9-83,7-71)	85
(-,12-28,...)	-	6
(0-1,-,0-1)	(2,-,2)	2
(43-46,35-56,41-44)	(21-40,17-67,27-86)	93
(0-1,~~1-4,~~0-1)	-	3
(0-1,-,0-1)	-	3
...	...	-
(23-28,1-5,21-26)	(40-45,17,38-66)	107
(2-4,1-4,2-4)	(6-17,0-13,6-16)	18-
(25-31,2-9,22-29)	(49-67,9-17,45-73)	109
(25-31,2-9,22-29)	(49-67,9-17,45-73)	109
(0-1,0-1,0-1)	-	3
(0-2,-,0-2)	-	3
...	...	-

III. AGRICULTURE GROUP:	VIII
1. General Agriculture	-
2. Horticulture	-
3. Economics	-
4. Total	-
IV. COMMERCE GROUP:	
1. Elements of Commerce	(0-1,-,0-1)
2. Typing	(0-1,-,0-1)
3. Shorthand	(0-1,-,0-1)
4. Commercial Geography	(0-1,-,0-1)
5. Everyday Science	-
6. Business Methods	(0-1,-,0-1)
7. Book Keeping & Commercial Arithmetic	(0-1,-,0-1)
8. Civics & Economics	(0-1,-,0-1)
9. Rural Economics	-
Total	...

I. COMMERCE GROUP	
1. Elements of Commerce	(1-3,0-2,1-3)
2. Book Keeping	(1,0-1,1)
3. Typing	(1-4,0-2,1-3)
4. Shorthand	-
Total	...
II. Technical Group:	
1. Workshop Practice	(1,-,1)
2. Geometrical & Mechanical Drawing	(1,-,1)
3. Mechanical & Electrical Engineering	(1,-,1)
Total	...

IX	X
-	(0-1,-,0-1)
-	(0-1,-,0-1)
-	(0-1,-,0-1)
-	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
-	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	-
...	...

G U J A R A T

IX	X
(1-4,0-2,0-3)	(0-3,0-1,0-2)
(0-2,-,0-2)	(0-1,-,0-1)
(0-4,0-2,0-4)	((1-3,0-1,1-2)
-	(0-1,-,0-1)
...	...
(2,-,1)	(2-3,-,1-2)
(2,-,1)	(2-3,-,1-2)
(1,-,1)	(1-2,-,1)
...	...

XI	XII	N
(0-1,-,0-1)	-	1
(0-1,-,0-1)	-	1
(0-1,-,0-1)	-	1
(0-1,-,0-1)	-	1
(0-1,-,0-1)	(1-11,-,1-11)	7
(0-1,-,0-1)	(1-3,-,1-3)	1
(0-1,-,0-1)	(1-3,-,1-3)	1
(1, -, 1)	(2-11,-,2-11)	10
(0-1,-,0-1)	-	1
(0-1,-,0-1)	(1-2,-,1-2)	2
(1, -, 1)	-	11
(1, -, 1)	-	7
-	-	1
...	...	-
(0-2,-,0-1)	-	5
(0-1,-,0-1)	-	3
(1-2,0-1,0-2)	-	6
-	-	1
...	...	-
(2-3,-,2)	-	2
(2-3,-,2)	-	2
(2,-,1-2)	-	1
...	-	-

		VIII
I.	HUMANITIES GROUP:	
	1. Classical Languages	-
	2. History	-
	3. Civics	-
	4. Economics	-
	5. Mathematics	-
	6. English	-
	7. Education	-
	8. Modern Indian Languages	-
	9. Music	-
	Total	-
II.	Science Group:	
	1. Mathematics	-
	2. Biology	-
	3. Physics	-
	4. Chemistry	-
	5. General Science	-
	6. English	-
	7. Physiology	-
	Total	-
III.	AGRICULTURE GROUP:	
	1. Farm Management	-
	2. English	-
	3. Agricultural Biology & Chemistry	-
	4. General Agriculture & Soil Management	-
	Total	-

JAMMU & KASHMIR

IX	X
(1-5,3,1-2)	(1-5,4,0-1)
(0-2,-,0-1)	(1-3,-,1-2)
(1-4,10-16,1-5)	(1-3,13,1-3)
(2,3-16,1-3)	(-,13,2)
(2-3, -,2)	(3-4,-,2)
(2-9,10-16,2-7)	(1-4,13,2)
(1-3,10-21,1-6)	(1-3,13,1-3)
(1-5,10-16,1-5)	(1-5,13,1-3)
(-,3,1)	(-,6,1)
...	...
(3-4,-,2-3)	(2-6,-,1-2)
(1-2,7-14,1-3)	(1,13,1-2)
(3-6,7-14,1-3)	(2-3,13,2)
(3-6,7-16,1-3)	(2-3,13,2)
(3,-,...)	(3-6,-,...)
(3-8,7-14,1-4)	(2-6,13,2)
(3,-,...)	(3-6,-,...)
...	...
(2,-,1)	-
(2,-,1)	-
(2,-,1)	-
(2,-,1)	-
(2,-,1)	-

XI	XII	n
(3-4,4-13,4-5)	-	2
(3, -, 2)	-	1
(4-6,9-17,5-8)	-	3
(-,11,4)	-	1
(5,-,4)	-	1
(11,9-17,2-12)	-	2
(4-6,11,3-7)	-	2
(3-4,11,3-7)	-	3
(-,7-17,3)	-	1
...	-	-
(5,-,4)	-	2
(4,11-23,4-8)	-	2
(9,11-23,4-11)	-	2
(9,11-23,4-11)	-	2
-	-	1
(11,11-23,4-11)	-	2
-	-	1
...	-	-
-	-	1
-	-	1
-	-	1
-	-	1
-	-	1

IV.	HOME SCIENCE GROUP	VIII
	1. General Home Science	-
	2. Home Management	-
	3. Home Nursing	-
	4. Food Mutrition	-
	5. English	-
	Total	-
V.	Technical Group:	
	1. Elements of Textile Technology	-
	2. Mathem atics	-
	3. Physics	-
	4. Chemistry	-
	Total	-
J.		
I.	HUMANITIES GROUP:	
	1. Classical Languages	-
	2. History	(-,0-1,0-1)
	3. Civics	-.
	4. Geography	-
	5. Economics	-
	6. Mathematics	-
	7. English	(-,0-1,0-1)
	8. Modern Indian Languages	-
	9. Hygine & Physiology	-
	10. Domestic Science	-
	Total	...

IX	X
-	-
(-,2,0-1)	(-,4,1)
(-,2,0-1)	(-,4,1)
(-,2,0-1)	(-,4,1)
(-,2,0-1)	(-,4,1)
(-,2,0-1)	(-,4,1)
(1-2,-,1-2)	(1-3,-,1-2)
(1-2,-,1-2)	(1-3,-,1-2)
(1-2,-,1-2)	(1-3,-,1-2)
(1-2,-,1-2)	(1-3,-,1-2)
(1-2,-,1-2)	(1-3,-,1-2)

KERALA

-	-
(0-1,0-1,0-1)	(3-5,0-6,0-5)
-	(0-1,0-1,0-1)
(0-1,0-1,0-1)	(3-5,1-5,2-5)
(0-1,0-1,0-1)	(3, 2, 3)
-	(0-1,0-1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
-	(1,0-1, 1)
-	(-,2,0-1)
-	(-,1,0-1)
...	...

XI	XII	n
(-,9,2)	-	1
(-,4-23,2-5)	-	2
(-,4-23,2-5)	-	2
(-,4-23,2-5)	-	2
(-,4-17,2-3)	-	1
(-,4-23,2-5)	-	2
(4-5,-,3-4)	-	1
(4-5,-,3-4)	-	1
(4-5,-,3-4)	-	1
(4-5,-,3-4)	-	1
(4-5,-,3-4)	-	1
(0-1,1,1)	-	3
(9-16,9-22,2-18)	-	37
-	-	1
(9-12,6-17,7-14)	-	28
(4-14,3-14,4-14)	-	26
-	-	1
-	-	12
(4-7,3-6,4-6)	-	12
(1,2-3,1)	-	4
(-,1-2,1)	-	2
...	...	-

		VIII
II.	SCIENCE GROUP:	
	1. Modern Indian Languages	- -
	2. Mathematics	(-,0-1,0-1)
	3. Biology	-
	4. Physics	(-,0-1,0-1)
	5. Chemistry	(-,0-1,0-1)
	6. Geography	-
	7. Hygiene & Physicelogy	-
	Total	...
III.	COMMERCE GROUP:	
	1. Book Keeping	-
	2. Typing	-
	3. Shorthand	-
	4. Commercial Geography	-
	5. Mathematics	-
	Total	-
IV.	FINE ARTS GROUP:	
	1. History of Arts	-
	2. Modelling	-
	3. Drawing & Painting	-
	Total	-
V.	TECHNICAL GROUP.	
	1. Mechanical Engineering	-
	2. Electrical Engineering	-
	3. Workshop Practice	-
	4. Geometrical & Mechanical Drawing	-
	Total	-

IX	X
-	(-,2-3,1)
(0-1,0-1,0-1)	(2-5,0-5,0-4)
-	(3-4,4-5,3-5)
(0-1,0-1,0-1)	(6-10,0-7,5-8)
(0-1,0-1,0-1)	(6-10,0-9,0-9)
-	(0-1,0-1,0-1)
-	(0-1,0-1,0-1)
...	...
-	(0-1,0-1,0-1)
-	-
-	-
-	(0-1,0-1,0-1)
-	(0-1,0-1,0-1)
-	(0-1,0-1;0-1)
(0-1, - ,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)

XI	XII	n
(2,6,3)	-	5
(12-19,9-33,10-33)	-	36
(10-16,9-28,10-20)	-	34
(22-35,15-31,19-33)	-	36
(22-35,14-38,18-33)	-	42
(-,4, 2)	-	5
(1,1,1)	-	4
...	-	-
(0-1,-,0-1)	-	1
(0-1,-,0-1)	-	1
(0-1,-,0-1)	-	1
-	-	1
-	-	1
(0-1,-,0-1)	-	1
-	-	1
-	-	1
-	-	1
-	-	1
(0-2,-,1)	-	1
(1-2,-, 1)	-	1
(1-2,-,1)	-	1
(1-2,-,1)	-	1
(1-2,-,1)	-	1

VIII

MADHYA PRADESH

I.	HUMANITIES GROUP:	
	1. Classical Languages	-
	2. History	(0-1,-,0-1)
	3. Civics	(0-1,-,0-1)
	4. Geography	(0-1,-,0-1)
	5. Economics	-
	6. Mathematics	-
	7. English	-
	8. Drawing	-
	9. Psychology	-
	10. Modern Indian Languages	-
	11. Home Science	-
	12. Hygiene & Physiology	-
	13. Philosophy	-
	14. Music	-
	Total	(0-1,-,0-1)
II.	SCIENCE GROUP:	
	1. Mathematics	(0-1,-,0-1)
	2. Biology	(0-1,-,0-1)
	3. Physics	(1-2,2-3,1-2)
	4. Chemistry	(1-2,2-3,1-2)
	5. Geography	-
	6. English	-
	Total	(1-2,2-3,1-2)
III.	AGRICULTURE GROUP:	
	1. General Agriculture	-
	2. Agriculture Science	-
	3. Animal Husbandary & Zoology	-
	4. Horticulture & Botony	-
	Total	-

IX	X
(0-1,0-5,0-1)	(0-1,0-4,0-1)
(27-31,11-27,25-27)	(25-32,15-22,23-29)
(28-39,27-53,27-39)	(24-39,29-50,24-38)
(25-31,22-31,26-29)	(25-31,20-34, 24-39)
(6-20,2-22,6-19)	(7-17,1-21,6-16)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
-	(1,-1)
(0-1,-,0-1)	(0-2,-,0-1)
(0-1,1-2,0-1)	(0-1,1-4,0-1)
(0-1,0-1,0-1)	-
(-,13-36,2-3)	(-,12-33,1-2)
(-,9-16,1-2)	(-,10-16,1-2)
(-,2, ...)	(-,1, ...)
(0-1,1-4,0-1)	(0-1,1-4,0-1)
(29-41,39-61,22-33)	(29-41,36-58,22-32)
(28-35,2-13,25-32)	(28-37,4-10,25-33)
(5-14,6-23,5-14)	(4-13,7-21,4-13)
(42-44,18-31,38-41)	(42-43,19-32,37-40)
(42-44,18-31,38-41)	(38-43,15-32,35-40)
(1,0-4,1)	(1-6,0-3,1-5)
-	(0-1,-,0-1)
(41-45,18-31,33-37)	(41-43,15-32,32-37)
(8-4,0-1,2-3)	(2-4,0-1,2-3)
(1-3,0-1,1-2)	(0-3,0-1,0-2)
(0-1,-,0-1)	(0-1,-,0-1)
(1-2,0-1,1)	(1-2,0-1,1)
(3-4,0-1,2-3)	(2-4,0-1,2-3)

XI	XII	m
(1-3,0-5,0-2)	-	4
(24-28,6-28,22-25)	-	71
(27-34,13-52,25-34)	-	82
(18-28,5-33,19-26)	-	67
(4-15,3-22,4-15)	-	45
(0-1,0-1,0-1)	-	3
(0-1,-,0-1)	-	1
(0-1,-,0-1)	-	5
(-,2-3, ...)	-	1
(1-11,0-7,0-11)	-	6
(-,0-30,0-3)	-	11
(-,5-12,0-1)	-	3
(-,1, ...)	-	1
(0-1,1-4,0-1)	-	6
(29-38,22-59,22-31)	-	82
(32-36,3-14,29-33)	-	73
(11-13,14-23,10-13)	-	43
(46-49,16-33,42-45)	-	78
(46-49,17-34,42-46)	-	78
(1,0-3,1)	-	10
(0-1,-,0-1)	-	2
(47-50,17-35,39-41)	-	78
(2-4,0-1,2-3)	-	9
(1-2,0-1,2-3)	-	8
(0-2,-,0-2)	-	3
(1-3,0-1,1-3)	-	4
2-4,0-1,1-3)	-	9

	VIII
IV. COMMERCE GROUP:	
1. Elements of Commerce	-
2. Accountancy	(1,-,0-1)
3. Book Keeping	(1,-,0-1)
4. Typing	-
5. Commercial Geography	-
6. Commercial Economics	(1,-,0-1)
7. Business Methods	(1,-,0-1)
8. Banking	-
9. English	-
10. Modern Indian Languages	-
Total	(1,-,0-1)
V. HOME SCIENCE GROUP:	
1. House Craft	-
2. Needle Work	-
3. Cookery	-
4. Home Management	-
5. Home Economics	-
Total	-
VI. FINE ARTS GROUP:	
1. History of Arts	-
2. Painting	(0-1,0-1,0-1)
3. Drawing & Designing	-
4. Music	-
5. Modelling	(0-1,0-1,0-1)
Total	(0-1,0-1,0-1)
VII. TECHNICAL GROUP:	
1. Applied Mathematics	-
2. Applied Science	-
3. Mechanical & Civil Engineering	-
Total	-

IX	X
(1-3,0-1,1-3)	(1-4,0-1,1-3)
(2-6,0-1,2-5)	(1-5,0-1,0-5)
(2-5,0-1,2-5)	(1-5,0-1,0-5)
(0-1,-,0-1)	(0-1,-, 0-1)
(1-2,0-1,1-2)	(1-2,0-1,1-2)
(3-4,0-1,1-4)	(1-4,0-1,0-3)
(5-6,0-1,4-5)	(3-7,0-1,2-5)
-	-
-	-
-	-
(7-10,0-1,5-7)	(4-10,0-1,3-8)
(-,2-5,0-1)	(-,1-7,0-1)
(-,2-5,0-1)	(-,1-7,0-1)
(0-1,2-3,0-1)	(0-1,1-3,0-1)
(0-1,3-8,0-1)	(0-1,3-7,1)
(0-1,2-3,0-1)	(0-1,1-3,0-1)
(0-1,3-8,0-1)	(0-1,2-7,1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(0-1,-,0-1)	(0-1-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-, 0-1)	(0-1,-, 0-1)

XI	XII	n
(2-3,0-1,1-3)	-	9
(1-4,0-1,1-4)	-	3
(1-4,0-1,1-4)	-	13
(0-1,-, 0-1)	-	2
(2,-, 2)	-	5
(0-5,0-1,0-4)	-	8
(6-9,-, 6-8)	-	8
(0-3,-, 0-3)	-	1
(0-1,-, 0-1)	-	1
(0-1,-, 0-1)	-	1
(9-11,0-1,7-10)	-	15
(-,2-5,0-1)	-	2
(-,2-5,0-1)	-	2
(-,2-5,0-1)	-	1
(-,5-8,1)	-	2
(-,2-5,0-1)	-	1
(-,2-6, 1)	-	2
(1,0, 1)	-	5
(1, 0-1, 1)	-	6
(0-1,-, 0-1)	-	3
(0-1,-, 0-1)	-	1
(0-1,0-1,0-1)	-	2
(1, 0-1, 1)	-	6
(0-1,-, 0-1)	-	1
(0-1,-, 0-1)	-	1
(0-1,-,0-1)	-	1
(0-1,-,0-1)	-	1

VIII

I. COMMERCE GROUP:

1. Elements of Commerce	(0-1,-, 0-1)
2. Book Keeping	(0-1,-,0-1)
3. Typing	(0-1,-,0-1)
4. Shorthand	-
5. Drafting & Precis	(0-1,-, 0-1)
6. Mathematics	-
7. Civics & Commercial Geography	(0-1,-,0-1)
8. Commercial Arithmetic	(0-1,-, 0-1)
Total	(0-1,0-1,0-1)

II. TECHNICAL GROUP:

1. Mechanical Engineering	-
2. Workshop Practice	-
3. Geometrical & Mechanical Drawing	-
4. Engineering Material	-
5. Applied Science	-
6. General Engineering & Drawing	-
7. Engineering Science	-
8. Building Material	-
9. Textile Weaving	-
10. Textile Spining	-
11. Textile Science	-
Total	-

MADRAS

IX	X
(0-2,-, 0-2)	(0-4,0-1,2-3)
(0-3,0-1,0-2)	(2-4,0-1,2-3)
(0-3,0-1,0-2)	(2-4,0-1,2-3)
(0-1,0-1,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,0-1,0-1)	(1-3,0-1,1-2)
(0-1,-,0-1)	(0-1,-,0-1)
(0-3,0-1,0-2)	(3-4,0-1,1-2)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-, 0-1)	(1, -, 1)
(2, -, 1)	(2, -, 1-2)
-	(0-1,-, 0-1)
(1, -, 1)	(2-3, -, 1-2)
(1, -, 1)	(2, -, 1-2)
(0-1, -, 0-1)	(0-1, -, 0-1)
(0-1,-,0-1)	(0-1,-, 0-1)
(0-1,-, 0-1)	(0-1,-, 0-1)
-	(0-1, -, 0-1)
-	(0-1, -, 0-1)
(0-1, -, 0-1)	(0-1,-, 0-1)
(2,-, 2)	(4-5,-, 2-3)

XI	XII	n
(1-4, 0-1, 0-3)	-	12
(1-4, 0-1, 1-3)	-	12
(1-4, 0-1, 1-3)	-	12
(0-1,0-1,0-1)	-	1
(0-1,-, 0-1)	-	3
(0-1,-, 0-1)	-	1
(1-3, 0-1,0-2)	-	9
(0-1, -, 0-1)	-	2
(1-4,0-1,1-2)	-	13
(1,-, 0-1)	-	1
(1, -, 1)	[illegible]	3
(1-2, -, 1-2)	-	6
(0-1, -, 0-1)	-	1
(1-3,-, 1-2)	-	7
(1-3, -, 1-2)	-	6
(0-1, -, 0-1)	-	1
(0-1, -, 0-1)	-	1
(0-1, -, 0-1)	-	1
(0-1,-, 0-1)	-	1
(0-1,-, 0-1)	-	1
(0-1,-, 0-1)	-	1
(3-6,-, 2-3)	-	15

VIII

I. HUMANITIES GROUP:

1. Classical Langiages	(0-1,-,0-1)
2. History	(0-1,-,0-1)
3. Civics	(1, 1, 1)
4. Geography	(1,0-1,1)
5. Economics	(0-1,-,0-1)
6. Mathematics	(0-1,-,0-1)
7. Drawing	(0-1,-,0-1)
8. Home Science	-
9. Hygiene & Physology	-
10. Music	-
11. Social	-
Total	...

II. SCIENCE GROUP:

1. Mathematics	(0-1,0-1,0-1)
2. Biology	-
3. Physics	(1,0-1,1)
4. Chemistry	(1,1,1)
5. Geography	-
6. Hygiene & Physiology	-
7. General Science	-
Total	...

III. HOME SCIENCE GROUP:

1. Cockery	-
2. Laundry	-
3. Hygiene & Physiology	-
4. Home Management	-
5. Mother Craft	-
6. Home Economics	-
Total	-

MAHARASHTRA

IX	X
(0-1,1-2,0-1)	(0-1,1-2,1)
(2-4,1-2-3)	(2-4,1-2-3)
(5-7,8-10,5-7)	(6,7-10,6)
(5-7,7-10,6-7)	(5-8,7-11,6-7)
(4-6,2-5,4-6,)	(4-5,1-4,4-5)
(0-1,0-1,0-1)	(1,0-1,1)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(-,3-4,0-1)	(-,3-4,0-1)
-,1-2,0-1)	(-,1-3,0-1)
(-,0-1,0-1)	(0-1,0-1,0-1)
-	-
...	...
(6-8,3-4,5-7)	(7-8,3-4,6-7)
(0-1,1,0-1)	(0-1,1,0-1)
(5-8,2-4,5-7)	(6-8,1-4,5-7)
(5-8,2-4,5-7)	(6-8,2-4,5-7)
(0-2,0-3,0-2)	(1-2,0-3,1-2)
(-,0-2,0-1)	(-,0-2,0-1)
-	-
...	...
(-,1-2,0-1)	(-,1-2,0-1)
(-,1,0-1)	(-,1,0-1)
(-,1,0-1)	(-,0-1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(-,0-1,0-1)	(-,1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(-,1-2,0-1)	(-,1-2,0-1)

XI	XII	n
(0-1,0-1,0-1)	-	8
(0-1,0-1,0-1)	-	13
(0-1,0-1,0-1)	-	27
(1-3,0-1,1-2)	-	25
(0-1,0-1,0-1)	-	22
(0-1,-,0-1)	-	3
-	-	3
(-,0-1,0-1)	-	5
-	-	1
(0-1,0-1,0-1)	-	3
(1, .	-	1
...	-	-
(2-4,0-1,1-3)	-	26
(0-1,0-2,0-1)	-	6
(2-4,0-1,1-3)	-	28
(2-4 ,1,2-4)	-	28
(0-1,0-1,0-1)	-	7
(1-2,1,1-2)	-	3
(3,-,2)	-	1
...	-	-
(-,2-3,0 -1)	-	2
(-,1-2,0-1)	-	1
(-,1-2,0-1)	-	1
(-,1,0-1)	-	1
(-,1-2,0-1)	-	1
(-,1,0-1)	-	1
(-,2,0-1)	-	2

		VIII
IV.	AGRICULTURE GROUP:	
	1. General Agriculture	(0-1,-,0-1)
	2. Animal Husbandry	(0-1,-,0-1)
	3. Agricultural Science	(0-1,-,0-1)
	4. General Science	-
	5. Mathematics	-
	6. Biology	-
	7. Agronomy	-
	8. Horticulture & Botony	-
	9. Chemistry	-
	10. Physics	-
	11. Soil Management	(0-1,-,0-1)
	Total	(1,-,0-1)
V.	COMMERCE GROUP:	
	1. Elements of Commerce	(0-1,-,0-1)
	2. Accountancy	-
	3. Book Keeping	(0-1,-,0-1)
	4. Typing	(0-1,-,0-1)
	5. Shorthand	-
	6. Commercial Geography	-
	7. Business Methods	-
	Total	(0-1,-,0-1)
VI.	TECHNICAL GROUP:	
	1. Workshop Practice	(0-1,-,0-1)
	2. Applied Mathematics	(0-1,0-1,0-1)
	3. Dyeing Technology	-
	4. Geometrical & Mechanical Drawing	(0-1,0-1,0-1)
	5. General Engineering	-
	6. Mechanical & Electrical Engineering	(0-1,-,0-1)
	7. Physics & Chemistry	-
	Total	(1-2,0-1,1)

IX	X
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(1,-,1)	(1,-,1)
(0-1,-,0-1)	(0-1,-,0-1)
0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(1, -, 1)	(1-2,-,1-2)
(0-1,-,0-1)	(1,0-1,1)
(0-1,-,0-1)	(1,-,1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(1, -, 1)
(0-1,-,0-1)	(1,0-1,1)
(0-1,-,0-1)	(0-1,0-1,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(1,-,0-1)	(0-2,-,0-1)
(0-1,0-1,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(1,0-1,0-1)	1,0-1,1)
(0-1,-,0-1)	(0-1,-,0-1)
1,-,0-1)	(0-1,-,0-1)
-	-
(1,0-1,0-1)	(1-2,0-1,1)

XI	XII	n
(0-1,-,0-1)	-	3
(1, -, 1)	-	1
(0-1,-,0-1)	-	4
(0-1,-,0-1)	-	2
-	-	1
(0-1,-,0-1)	-	1
(0-1,-,0-1)	-	1
(0-1,-,0-1)	-	1
(0-1,-,0-1)	-	1
(0-1,-,0-1)	-	1
(1,-,1)	-	1
(0-2,-,0-2)	-	4
(1,-, 1)	-	3
(1,0-1, 1)	-	3
(1,-, 1)	-	1
(0-1,-,0-1)	-	1
(1,-, 1)	-	1
(1,0-1,1)	-	3
(0-1,0-1,0-1)	-	1
(0-1,0-1,0-1)	-	3
(0-2,-,0-1)	-	2
(0-1,-,0-1)	-	1
(0-1,-,0-1)	-	1
(1,0-1,1)	-	3
(0-1,-,0-1)	-	2
(0-1,-,0-1)	-	2
-	-	1
(1-2,0-1,1)	-	5

	VIII
I. HUMANITIES GROUP:	
1. Classical Languages	-
2. History	(0-1,1,0-1)
3. Civics	(0-1,1,0-1)
4. Geography	(-,1,0-1)
5. Economics	(0-1,-,0-1)
6. Mathematics	-
7. Music	-
8. Sociology	-
9. Modern Indian Languages	-
10. Home Science	-
Total	(0-1,0-1,0-1)
II. SCIENCE GROUP:	
1. Mathematics	(0-1,0-1,0-1)
2. Biology	-
3. Physics	(0-1,0-1,0-1)
4. Chemistry	(0-1,0-1,0-1)
Total	(0-1,0-1,0-1)
III. AGRICULTURE GROUP:	
1. General Agriculture	-
2. Agricultural Science	-
3. Cotton Cultivation	-
4. Biology	-
5. Total	-
IV. HOME SCIENCE GROUP:	
1. House Craft	-
2. Cookery	-
3. Laundry	-
4. Hygiene & Physiology	-
Total	-

MYSORE

IX	X
(1, 1, 1)	(1, 1, 1)
(6-15,6-25,6-17)	(7-16,5-26,7-18)
(2-9,2-11,2-9)	(1-10,5-10,1-10)
4 4-8 ,1-13,3-9)	(5-7,0-11,4-7)
(2-11,2-15,2-12)	(2-12,1-16,2-13)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(1,2,1)	(1,2,1)
(1-2,5-12,2-4)	(2-3,6-15,3-5)
(-,2,0-1)	(-,2,0-1)
(11-23,16-27,12-23)	(13,25,15-30,13,26)
(35-47,14-26,31-40)	(33-50,11-26,29-43)
(0-3,1-6,0-3)	(1-4,1-2,1-4)
(6-47,2-30,5-41)	(5-50,1-29,5-44)
(6-47,2-29,5-41)	(5-50,1-28,5-44)
(44-59,27-36,41-54)	(44-63,24-36,41-57)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(-,2-4, ...)	(-,2-4, ...)
(-,2-4, ...)	(-,2-4, ...)
(-,2-4, ...)	(-,2-4, ...)
(-,2-4, ...)	(-,2-4, ...)
(-,2-4, ...)	(-,2-4, ...)

XI	XII	n
-	-	4
(12-25,12,10-23)	-	48
(1, -, 1)	-	26
(7-12,6,5-11)	-	29
(5-13,8,4-12)	-	35
-	-	2
-	-	2
-	-	2
(9, 12, 9)	-	13
-	-	2
(13-43,17,11-39)	-	54
(8, 3, 7)	-	59
-	-	4
(8, 3, 7)	-	59
(8, 3, 7)	-	58
...	-	67
-	-	1
-	-	1
-	-	1
-	-	1
-	-	1
(-,7-12,...)	-	1
(-,7-12,...)	-	1
(-,7-12,...)	-	1
(-,7-12,...)	-	1
(-,7-12,...)	-	1

	VIII
V. COMMERCE GROUP:	
1. Elements of Commerce	-
2. Accountancy	-
3. Book Keeping	-
4. Typing	-
5. Commercial Geography	-
6. Economics	-
Total	-
I. HUMANITIES GROUP:	
1. Classical Languages	-
2. History	-
3. Economics	-
4. Mathematics	-
5 . Total	-
II. SCIENCE GROUP:	
1. Mathematics	-
2. Biology	-
3. Physics	-
4. Chemistry	-
5. Mechanics	-
6. Hygiene & Physiology	-
Total	-
III. AGRICULTURE GROUP:	
1. General Agriculture	-
2. Agricultural Science	-
3. Economics	-
Total	-

IX	X
(4-8,1-2,3-6)	(3-8,1,2-6)
(1-4,0-1,0-3)	(1-3,0-1,0-3)
(0-7,1-2,0-6)	(0-7,1,0-6)
(0-1,-,0-1)	(0-1,-,0-1)
(0-2,1-2,0-2)	(0-2,1,0-2)
(1-5,0-1,1-4)	(1-5,-,1-4)
(4-10,2,3-9)	(4-10,0-2,4-8)

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(2-8,0-1,2-7)	(2-8,9-15,3-9)
(3-5,0-1,3-4)	(4-7,9-15,2-8)
(3-5,0-1,3-4)	(4-7,0-1,4-6)
-	(1, -, 1)
(2-8,0-1,2-7)	(2-9,9-15,3-9)

((1-7,0-1,1-6)	(1-8,2-11,1-8)
-	(0-1,8-19,1-3)
-	(4-6,9-19,1-8)
-	(4-6,9-19,1-8)
(1-2,-,1-2)	(1,-, 1)
(1-2,-,1-2)	(1-2,-,1)
(2-9,0-1,2-8)	(2-11,9-19,3-11)

(1-3,-,1-3)	(2-3,-,1-3)
(1-3,-,1-3)	(2-3,-,1-3)
(1-3,-,1-3)	(2-3,-,1-3)
(1-3,-,1-3)	(2-3,-,1-3)

XI	XII	n
-	-	13
-	-	5
-	-	11
-	-	2
-	-	6
-	-	7
-	-	14
(0-8,5-18,0-8)	(35,38,38-59,38-42)	8
(2-6,5-18,4-6)	(41-45,38-59,38-47)	4
(2-6,1-7,2-5)	(41-45,31,31-33)	3
(1,-,0-1)	(6-7,-,5)	2
(0-7,5-18,0-8)	(41-45,38-59,38-47)	8
((0-9,1-10,0-9)	(53-59,3-19,3-48)	9
(0-1,10-23,1-3)	(5-6,22-41,10-35)	3
(5-7,11-23,4-9)	(59-65,24-44,35-59)	4
(5-7,11-23,4-9)	(59-65,24-44,35-59)	4
(1,-,1)	-	1
(1-2,-,1-2)	-	2
(1-11,11-23,1-33)	(59-65,24-44,35-59)	9
(2-3,-,2-3)	-	1
(2-3,-,2-3)	-	1
(2-3,-,2-3)	-	1
(2-3,-,2-3)	-	1

		VIII
IV.	COMMERCE GROUP:	
	1. Commercial Geography	-
	2. Business Methods	-
	3. Typing & Shorthand	-
	4. Book Keeping & Accountancy	-
	Total	-
V.	HOME SCIENCE GROUP:	
	1. Laundry	-
	2. Home Management	-
	3. Food Nutrition	-
	Total	-
I.	**HUMANITIES GROUP:**	
	1. Classical Languages	-
	2. History	-
	3. Civics	-
	4. Geography	-
	5. Economics	-
	6. Mathematics	-
	7. English	-
	8. Modern Indian Language	-
	9. Home Science	-
	10. Music	-
	Total	-

-

IX	X
-	(2,-, 2)
-	(2, -, 2)
-	(2,-, 2)
-	(2,-, 2)
-	(2,-, 2)
-	(-,5-10, 1)
-	(-,5-10, 1)
-	(-, 5-10, 1)
-	(-, 5-10, 1)
PUNJAB	
(1-2, 1-4, 1-2)	(1-2, 1-4, 1-2)
(7-14, 7-22, 7-16)	(6-12, 5-15, 6-13)
(1-13, 5-17, 2-13)	(1-8, 4-12, 2-9)
(1-3, 1-3, 1-3)	(0-4, 1-3, 0-1)
(8-11,5-16,7-12)	(7-12,3-13,6-12)
(1-2, 2-3, 1-2)	(1-3, 2-3, 1-2)
(3-12, 5-20, 3-14)	(3-10, 4-15, 3-11)
(0-3,0-2, 0-3)	(0-4, 0-3, 0-3)
(-, 3-6, 0-1)	(-, 2-5, 0-1)
(-, 1-2, 0-1)	(-, 2-3, 0-1)
(3-15, 9-24, 4-17)	(3-12, 8-18, 4-13)

XI	XII	n
(3-4, -, 3)	-	1
(3-4, -, 3)	-	1
(3-4,-, 3)	-	1
(3-4,-, 3)	-	1
(3-4, -, 3)	-	1
(-, 4-8, 0-1)	(-, 9-26, 3-26)	1
(-, 4-8, 0-1)	(-, 9-26, 3-26)	1
(-, 4-8, 0-1)	(-, 9-26, 3-26)	1
(-, 4-8, 0-1)	(-, 9-26, 3-26)	1
(2-7, 1-6, 1-7)	-	14
(34-51, 38-58, 22-49) (	-	38
(6-21, 19-46, 8-22)	-	38
(15-26,8-15,13-21)	-	12
(39-54,18-40,23-48)	-	36
(8-12,9-36,8-15)	-	10
(19-35, 36-60, 15-36)	-	32
(4-19, 2-18, 3-19)	-	7
(-, 6-19, 2-3)	-	4
(-, 2-9, 1-4)	-	3
(38-50, 10-63, 41-49)	-	43

		VIII
II.	SCIENCE GROUP:	
	1. Drawing	-
	2. Mathematics	-
	3. Biology	-
	4. Physics	-
	5. Chemistry	-
	6. Geography	-
	7. Hygiene & Physiology	-
	8. English	-
	Total	-
III.	COMMERCE GROUP:	
	1. Elements of Commerce	-
	2. Book Keeping	-
	3. Commercial Geography	-
	4. Typing & Shorthand	-
	5. English	-
	Total	-
IV.	HOME SCIENCE GROUP:	
	1. General Home Science	-
	2. Home Management	-
	3. Home Nursing	-
	4. Home Economics	-
	5. Food Nutrition	-
	6. English	-
	7. Modern Indian Languages	-
	8. Drawing & Painting	-
	Total	-

IX

(1,0-1,0-1)
(6-11,0-1,5-9)
(0-1, 2-3,1-2)
(6-13,2-5,6-11)
(6-13,2-5,6-11)
-
(0-1,0-1,0-1)
(3-10,2-4,3-8)
(4-12,2-6,3-10)

(1-2,-,1)
(1,-,1)
(1-2,-,1)
(0-1,-,0-1)
(0-1,-,0-1)
(1-2,-,1)

(-, 3, ...)
(-,2-3,0-1)
(-,2-3,0-1)
(-,1,0-1)
(-,2-3,0-1)
(-,2,0-1)
-
(-,1,0-1)
(-,2-4,0-1)

X

(0-1,0-1,0-1)
(3-12, 0-1, 2-9)
(0-1,1-3,0-1)
(4-13,2-5,3-11)
(4-13,2-5,3-11)
- -
(0-1,0-1,0-1)
(6-10,1-3,5-8)
(3-12,1-5,3-8)

(1-2,-, 1)
(1-,-, 1)
(1-2,-,1)
(0-1,-,1)
(1,-,0-1)
(1-2,-,1)

(-, 2,0-1)
(-,1-2,0-1)
(-,1-2,0-1)
-
(-,1-3,0-1)
(-,1-2,0-1)
(-,1,0-1)
(-,0-1,0-1)
(-,2-3,0-1)

XI	XII	n
-	-	1
(34-42,2,28-34)	-	30
(3-22,11-18,4-13)	-	17
(37-76,16-22,32-14)	-	38
(37-76,16-22,32-44)	-	38
(0-1,-,0-1)	-	1
(1-3,5,1-2)	-	4
(32-40,16-22,28-35)	-	25
(34-41,16-22,30-37)	-	38
(4-5,-,3-4)	-	3
(3-4,-,2-3)	-	3
(4-5,-,3-4)	-	3
-	-	1
(4-5,-,3-4)	-	2
(4-5,-,3-4)	-	3
-	-	1
(-,10-12,2)	-	3
(-,10-12,2)	-	3
-	-	1
(-,10-12,2)	-	3
(-,8-11,1-2)	-	3
-	-	1
(-,2,0-1)	-	1
(-,10-15,2-3)	-	4

		VIII
V.	FINE ARTS GROUP:	
	1. Histry of Arts	-
	2. Dancing	-
	3. Apprecistion of Arts	-
	4. English	-
	5. Music	-
	6. Drawing & Painting	-
	Total	-
VI.	TECHNICAL GROUP:	
	1. Electrical Engineering	-
	2. Civil Engineering	-
	3. Applied Mathematics	-
	4. Gematrical & Mechanical Drawing	-
	5. Physics	-
	6. Chemistry	-
	7. English	-
	Total	-
I.	SCIENCE GROUP:	
	1. Drawing	(1:,-, 1)
	2. Mathematics	-
	3. Biology	-
	4. Physics	-
	5. Chemistry	-
	6. Geography	-
	7. English	-
	Total	...

IX	X
	(-)
(-, 0-1, 0-1)	(-, 0-1, 0-1)
(-, 0-1, 0-1)	(-, 2, 0-1)
(-, 1-2, 0-1)	(-, 1, 0-1)
(-, 0-1, 0-1)	-,1-2, 0-1)
(-, 1, 0-1)	(-,1, 0-1)
(-, 1-2, 0-1)	(-, 1-2, 0-1)
(-, 1-2, 0-1)	
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)

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-	-
(19-23,2-6,17-22)	(19-26,3-8,17-24)
(1-6,8-15,2-7)	(2-5,5-16,2-7)
(17-23,15-19,17-22)	(16-23,15-21,17-22)
(17-23,15-20,17-22)	(16-23,16-21,17-22)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(1, -, 1)	-
...	...

XI	XII	n
-	-	1
-	-	1
(-, 6-8, 1)	-	3
(-, 6, 1)	-	2
(-, 6, 1)	-	3
(-, 3, 1)	-	2
(-,6, 1)	-	3
(1,-,0-1)	-	1
(1,-,0-1)	-	1
(1,-,0-1)	-	1
(1,-,0-1)	-	1
(1,-,0-1)	-	1
(1,-,0-1)	-	1
(1,-,0-1)	-	1
(1,-,0-1)	-	1
-	-	1
(25-35,1-19,20-32)	-	22
(7-11,13-36,9-12)	-	8
(32-46,14-47,29-46)	-	19
(32-46,15-47,29-46)	-	20
(1, -, 0-1)	-	2
-	-	1
...	-	-

		VIII
II.	HUMANITIES GROUP:	
	1. Classical Language	(-, 2-4, 0-1)
	2. History	(-, 7, 1)
	3. Civics	(-, 7, 1)
	4. Geography	-
	5. Mathematics	-
	6. Mathematics	-
	7. English	(1-2,2-5,1-2)
	8. Drawing	(2-3,3-5,2-3)
	9. Modern Indian Language	(-, 7, 1)
	10. Home Science	(-, 2-4, 0-1)
	11. Music	(-, 4-10, 1-2)
	12. Civics & Indian Administration	(-
	13. Drawing & Painting	-
	14. Logic & Psychology	-
	Total	(1-3,0-8,1-4)
III.	COMMERCE GROUP:	
	1. Elements of Commerce	(1-2, -, 1)
	2. Book Keeping	(2-3,-, 2)
	3. Typing	-
	4. Shorthand	-
	5. Commercial Geography	(1-2,-, 1-2)
	6. Business Methods	(2, -, 2)
	7. Banking	-
	Total	...
IV.	HOME SCIENCE GROUP:	
	1. Hygiene & Physiology	-
	2. Home Management	-
	3. Food Nutrition	-
	Total	-

-

IX	X
(3-5, 5-1,4-5)	(4-5,3-12,4-5)
(7-13,22-35,8-15)	(7-22,33-51,10-26
(8-23,34-60,12-28)	(7-22,33-51,10-26)
(14-17,1-4,11-15)	(14-17,1-6,11-13)
(10-13,3-18,9-14)	(4-12,2-19,4-13)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(1-2,2-5,1-2)	(1-3,2-7,1-3)
(2-4,4-9,2-4)	(3-4,5-11,3-4)
(22-33,36-49,22-32)	(19-31,22-49,18-32)
(-, 16-28,2-3)	(-, 18-30,2-4)
(-, 9-19, 1-2)	(-, 6-20, 0-1)
(-, 1-7, 0-1)	(-, 1-6, 0-1)
(0-2,1-3,0-2)	(0-3,1-3,0-3)
(0-1,-,0-1)	(0-1,-,0-1)
(34-42,60-71,29-38)	(30-43,65-73,32-35)
(3-9,1-2,3-8)	(3-8,-, 3-7)
(17-20,1-2,15-18)	(17-21, -, 16-18)
(3-11, -, 2-10)	(3-14,-, 3-12)
(0-1,-, 0-1)	(0-2,-, 0-1)
(8-15,-, 6-14)	(9-18,-, 7-15)
(7-15-,6-14)	(9-16, 3, 7-14)
(1-5,-, 1-4)	(0-4,-, 0-3)
...	...
(-, 1-3, 0-1)	(-, 1-2, 0-1)
(-, 1-3, 0-1)	(-, 1-2, 0-1)
(-, 1-3, 0-1)	(-, 1-2, 0-1)
(-, 1-3, 0-1)	(-, 1-2, 0-1)

XI	XII	n
(3-4,6-18,3-5)	-	15
(6-11,13-54,8-16)	-	28
(8-28,14-37,8-34)	-	36
(7-15,2-7,7-14)	-	21
(9-23,11-23,9-23)	-	23
(0-1,1-2,0-1)	-	6
(0-1,4-13,1-2)	-	9
(1-2,7-10,1-3)	-	9
(16-35,3-48,15-37)	-	43
(-,22-56,2-6)	-	5
(-, 17-26,1-4)	-	6
-	-	3
-	-	4
(1-3,-, 1-3)	-	1
(39-45,5-67,36-42)	-	37
(8-13,3, 8-10)	-	8
(15-21,3,15-16)	-	19
(1-6,-, 1-5)	-	10
(1,-, 1)	-	2
(2-10, -, 2-9)	-	12
(2-5, -, 2-4)	-	12
(2-7, -, 2-6)	-	6
...	-	-
(-, 2-19, 0-1)	-	1
(-, 2-19, 0-1)	-	1
(-, 2-19, 0-1)	-	1
(-, 2-19, 0-1)	-	1

		VIII
V.	FINE ARTS GROUP:	
	1. Designing	-
	2. Appreciation of Arts	-
	3. Music	(-, 3-4, 0-1)
	4. Modelling	-
	5. Drawing & Painting	(--, 3-4, 0-1)
	6. Still life	-
	Total	(--, 3-4, 0-1)
VI.	TECHNICAL GROUP:	
	1. General Engineering & Drawing	-
	2. General Science	-
	3. Applied Mathematics	-
	4. Total	-
I.	HUMANITIES GROUP:	
	1. Classical Languages	(3-5,4-7,3-5)
	2. History	(0-2,4-7,9-12)
	3. Civics	(0-1,4-8, ...)
	4. Geography)	(0-1, 4-6,...)
	5. Economics	(0-12, 2, 0-9)
	6. Mathematics	(1-10, -, 1-8)
	7. English	(1-2, 1-6, 2-3)
	8. Drawing	(2-3, 1-3, 2-3)
	9. Socilogy	-
	10. Psychology	-
	11. Arts	(3-4,6-12,3-19)
	12. Education	-
	13. Military Science	-
	14. Modern Indian Languages	(1-2, 5-8, ...)
	15. Home Science	(--, 9-7, ...)

IX	X
(1, --, 1)	(1, --, 1)
(0-1, --, 0-1)	(0-1, --, 0-1)
(--, 1, 0-1)	(-, 1, 0-1)
(0-1, --, 0-1)	(0-1, --, 0-1)
(0-1, --, 0-1)	(0-1, --, 0-1)
(-1, -, 1)	(1, -, 1)
(0-1, 0-1, 0-1)	(0-1, 0-1, 0-1)
(1-2, --, 1-2)	(1-2, --, 1-2)
(0-1, --, 0-1)	(0-1,--, 0-1)
(0-1, --, 0-1)	(0-1, --, 0-1)
(0-1, --, 0-1)	(0-1, --, 0-1)

UTTARPRADESH

(9-11, 10-13, 10-11)	(9-15,8-14,9-11)
(11-14,21-35,12-16)	(10-14,25-38,12-16)
(21-25,43-54,24-28)	(21-25,48-58,24-29)
(15-18,10-13,15-16)	(16-19,9-25,16-25)
(25-30,42-47,27-31)	(26-31,41-49,28-32)
(1- 2, 5-6, 2)	(1-2, 5-6, 1-2)
(1, 0-2, 1)	(1, 0-2, 1)
(6-7, 4-5,6-7)	(5-7, 4-5, 5-6)
-	(-, 5, 1)
(0-1, 0-5, 0-1)	(1, 4, 1)
(7-8,5-9,6-8)	(7-9,4-8,7-8)
-	--
-	(0-1, --, 0-1)
(1-2, 1-4, 1=2)	(0-2, 1-5, 1-2)
--, 1-16, 0-2)	(--, 0-19, 0-2)

XI	XII	n
(2, --, 1)	-	1
(1-2, --, 1-2)	-	1
(--, 1-11, 0-1)	-	2
(1-2, -, 1-2)	-	1
(1-2, 0-6, 0-2)	-	3
(2-4, -, 1-3)	-	1
(1-4, 0-1, 1-2)	-	2
(2-8, --, 1-7)	-	1
-	-	1
-	-	1
...	-	1
(8-9,7-12,8-9)	(8-9,6-11,9-9)	106
(8-13,18-28,9-14)	(10-13,20-31,11-15)	124
(18-27,41-57,22-30)	(23-31,48-58,27-32)	138
(14-22,6-11,13-15)	(15-18,7-15,14-16)	109
(22-29,37-49,25-31)	(29-34,39-49,30-35)	136
(2-3, 0-1, 1-2)	(2, 0-1, 2)	23
(0-1, 1, 0-1)	(0-1, 0-1, 0-1)	9
(2-3, 3-5, 2-3)	(2-4, 3-5, 2-4)	40
(0-1, 5-10, 1-2)	(0-1,5-9,1-3)	7
(3-4, 17-23,5-7)	(3-5, 20-25, 6-25)	22
(2-3,0-8, 1-3)	(2-4,0-4,2-4)	59
(2-3,22-32,5-7)	(2-3,23-31,5-6)	18
(1-2,--, 1)	(1, --, 1)	6
(0-1, 2-4, 0-1)	(1, 1-5, 1-4)	20
(--, 6-20, 1-3)	(--, 9-21, 1-5)	11

		VIII
	16. Logic	-
	17. Commerce	(1,1,1)
	18. Commercial	-
	19. Music	(1,19-18,3-11)
	20. Dancing	(-,3-4,1)
	21. Painting	-
	22. Total	...
II.	SCIENCE:	
	1. Modern Indian Languages	(0-1,-,0-1)
	2. Military Science	-
	3. Drawing	(0-1,-,0-1)
	4. Mathematics	-
	5. Biology	(11-14,-,9-11)
	6. Physics	(11-14,-,9-11)
	7. Chemistry	(11-14,-,9-11)
	8. History	(0-1,-,0-1)
	9. Civics	(0-1,-,0-1)
	10. Geography	(0-1,-,0-1)
	11. Economics	(0-1,-,0-1)
	12. Arts & Crafts	(1,-,1)
	13. Music	-
	14. Classical Languages	(0-1,-,0-1)
	15. Geology	-
	16. English	-
	Total	...
III.	AGRICULTURE GROUP:	
	1. General Agriculture	(1-2,-,0-1)
	2. Animal Husbandary	-
	3. Agricultural Science	-
	4. Arts	(0-1,-,0-1)
	5. General Science	(1,-,1)

IX	X
-	(0-1,-,0-1)
-	-
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,7-14,1-2)
-	-
(0-1,0-1,0-1)	-
...	...
(1,-,1)	(0-1,-,0-1)
-	-
(6-8,0-1,5-6)	(5-7,0-1,5-6)
(3-7,4-7,4-7)	(3-7,4-7,3-6)
(27-32,6-12,24-28)	(24-32,5-18,22-28)
(12-14,1-4,11-12)	(10-16,0-4,9-14)
(12-13,1-4,11-12)	(10-15,0-4,9-13)
(1-2,0-1,0-1)	(1,0-1,1)
(0-1,0-1,0-1)	(0-1, - ,0-1)
(5-6,0-1,4-6)	(6-8,0-1,5-7)
(1-2,0-1,1)	(1,0-1,1)
(6-7,0-1,5-6)	(4-7,0-1,1-2)
(1,0-1,0-1)	(1-2,0-1,1-2)
(2,0-1,2)	(1-3,0-1,1-2)
-	-
(0-1,-,0-1)	(0-1,-,0-1)
...	...
(3-5,-,3-4)	(3-5,-,3-5)
(-	-
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,0-1,0-1)	(0-1,-,0-1)
(3-5,-,3-4)	(3-5,-,3-4)

XI	XII	n
(1-2,-,1)	(1,-,1)	4
-	-	3
-	-	3
(0-1,8-13,1-2)	(0-1,7-10,1-6)	29
(-	-	1
(0-1,-,0-1)	-	1
...	...	-
-	-	7
(0-1,-,0-1)	(0-1,-,0-1)	1
(0-1,-,0-1)	(0-1,-,0-1)	25
(22-28,1-4,19-24)	(19-24,1-3,17-21)	33
(9-15,5-14,9-12)	((9-12,4-10,9-11)	82
(27-32,1-7,25-29)	(24-29,1-7,22-26)	37
(27-33,1-7,24-29)	(24-30,1-7,22-27)	36
(0-1,0-1,0-1)	(0-1,0-1,0-1)	23
(0-1,-,0-1)	(0-1,-,0-1)	10
(0-1,0-1,0-1)	(0-1,-,0-1)	47
(0-2,-,0-1)	(0-1 ,-,0-1)	15
(0-1,-,0-1)	(1,-,0-1)	28
(0-3,-,0-2)	(0-1,-,0-1)	7
(0-1,-,0-1)	(0-1,-,0-1)	32
(0-1,-,0-1)	(0-1,-,0-1)	1
-	-	2
...	...	-
(1-2,-,1)	(0-1,-,0-1)	14
-	(1-2,-,1-2)	2
-	-	1
(0-1,-,0-1)	-	5
(0-1,-,0-1)	-	12

		VIII
	6. Drawing	(0-1,-,0-1)
	7. Modern Indian Languages	(0-1,-,0-1)
	8. Cotton cultivation	-
	9. History	-
	10. Civics	-
	11. Geography	-
	12. Economics	-
	13. Mathematics	-
	14. Biology	-
	15. Classical Languages	-
	16. Commercial Geography	-
	17. Agronomy	-
	18. Chemistry	-
	19. Agricultural Engineering	-
	20. Commerce	(1 , -, 0-1)
	21. Climatology	-
	22. Statistics & Elementary Arithmetic	-
	Total	(0-1,-,0-1)
IV.	COMMERCE GROUP:	
	1. Elements Commerce	(1-14,-,1-11)
	2. Accountancy	-
	3. Book Keeping	(0-1,-,0-1)
	4. Typing	-
	5. Shorthand	(0-1,-,0-1)
	6. Commercial Geography	(1,-,0-1)
	7. Economics	(0-1,-,0-1)
	8. Business Methods	(0-1,-,0-1)
	9. Banking	(0-1,-,0-1)
	10. Industrial Organization	-
	11. Mathematics	-
	12. Commercial Economics	-

IX	X
(0-1,-,0-1)	(0-2,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	-
(0-1,-,0-1)	(0-1,-,0-1)
(2-3,-,2)	(2-3,-,2)
-	-
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
-	-
-	-
-	-
-	-
-	-
-	-
92-5,-,1-3)	(2-5,-,2-4)
(4-5,-,4-5)	(4-5,-,4)
(0-1,-,0-1)	(0-1,-,0-1)
(1,-,1)	(1,-,1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(3-4,-,2-3)	(3,-,2-3)
(1,-,1)	(1,-,1)
(2,-,1-2)	(1-2,-,1-2)
(2-3,-,2)	(2-3,-,2)
(0-1,-,0-1)	(0-1,-,0-1)
-	(0-1,-,0-1)
(1,-,1)	(1,-,1)

XI	XII	n
-	-	3
-	-	2
-	-	1
-	-	1
-	-	2
-	-	2
(1,-,1)	(0-2,-,0-1)	10
-	(0-1,-,0-1)	1
(0-1,-,0-1)	-	1
(-	-	4
-	-	1
(3,-,2-3)	(0-2,-,0-1)	2
-	(0-2,-,1)	2
(3,-,2-3)	-	2
-	-	1
(2,-,1-2)	-	1
-	(1,-,0-1)	1
(4-5,-,3)	(2-4,-,2-3)	14
(2-3,-,2-3)	(3,-,2-3)	30
(1,-, 1)	(1-2,-,1-2)	2
(2,-,3)	(2-3,-,1-3)	8
(0-1,-,0-1)	(0-1,-,0-1)	2
(1-2,-,1-2)	(1-3,-,1-3)	13
(2-3,-,1-2)	(2-3,-,1-3)	20
(3-4,-,2-3)	(2-3,-,1-3)	15
(3-5,-,3-4)	(4-6,-,3-5)	11
(4,-,3-4)	(4-5,-,4)	20
(0-1,-,0-1)	(0-1,-,0-1)	2
(0-1,-,0-1)	(0-1,-,0-1)	4
(2-3,-,2)	(1-2,-2)	7

		VIII
	13. English	-
	14. Modern Indian Languages	-
	15. History	(0-1,-,0-1)
	16. Civics	(0-1,-,0-1)
	17. Geography	(0-1,-,0-1)
	18. Arts	-
	19. Music	-
	20. Classical Languages	(0-1,-,0-1)
	21. Drawing	-
	Total	(1-2,-,1-2)
V.	HOME SCIENCE GROUP:	
	1. House Craft	-
	2. Needle work	(0-1,0-1,0-1)
	3. Cookery	(-,0-1,0-1)
	4. First Aid	(-,1-2,0-1)
	5. Sewing	(-,1-2,0-1)
	6. Drawing & Painting	-
	Total	...
VI.	FINE ARTS GROUP:	
	1. History of Arts	(-,1-2,0-1)
	2. Vocal Music	(0-1,2,0-1)
	3. Drawing	(-,0-1,0-1)
	4. Painting	-
	5. Instrumental Music	-
	6. Sculpture	-
	7. Drawing	(0-1,0-1,0-1)
	8. Classical Languages	(-,0-1,0-1)
	9. Sociology	-
	10. Psychology	-
	11. History	
	12. Civics	-

IX

(0-1,-,0-1)
(0-1,-,0-1)
(0-1,-,0-1)
(0-1,-,0-1)
(1,-,1)
(0-1,-,0-1)
(0-1,-,0-1)
(0-1,-,0-1)
(0-1,-,0-1)
(0-1,-,0-1)

-
(0-1,0-1,0-1)
(-,1,0-1)
(-,1,0-1)
(-,1,0-1)
(0-1,-,0-1)
...

(-,1-3,0-1)
(0-1,2-6,0-1)
(-,0-1,0-1)
(0-1,1-2,0-1)
(0-1,2-6,0-1)
(-,0-1,0-1)
(-,1-2,0-1)
(-,1,0-1)
-
-
(0-1,0-1,0-1)
(0-1,0-1,0-1)

X

(0-1,-,0-1)
(0-1,-,0-1)
(0-1,-,0-1)
(0-1,-,0-1)
(1,-,1)
(0-1,-,0-1)
(0-1,-,0-1)

(0-1,-,0-1)
(0-1,-,0-1)

-
(0-1,0-1,0-1)
(-,1,0-1)
(-,1,0-1)
(-,1,0-1)
(0-1,-,0-1)
...

(-,2,0-1)
(0-1,2-7,0-1)
(-,0-1,0-1)
(0-1,1-2,0-1)
(0-1,2-6,0-1)
(-,0-1,0-1)
(0-1,1-2,0-1)
(-,1,0-1)
-
-
(0-1,0-1,0-1)
(0-1,0-1,0-1)

XI	XII	n
	-	1
(0-1,-,0-1)	-	3
(0-1,-,0-1)	(0-1,-,0-1)	14
(2,-,0-2)	(3,-,2)	7
(0-1,-,0-1)	(0-1,-,0-1)	15
(-	-	8
(0-1,-,0-1)	(0-1,0-1,0-1)	3
-	-	9
(0-1,-,0-1)	-	2
(5-7,-,4-5)	(6-8,-,5-7)	32
-	(0-1,-,0-1)	1
(0-1,1-4,1-2)	-	1
-	-	1
-	-	1
-	-	1
-	-	1
...	...	-
(-,3-6,0-1)	(-,4-8,1-4)	1
(0-1,5-6,1)	(0-1,5-7,1-3)	6
(-,0-1,0-1)	(-,0-1,0-1)	1
(0-1,1-4,0-1)	(0-1,2-5,0-1)	5
(0-1,4-9,1)	(0-1,4-6,1-2)	5
(-,0-1,0-1)	(-,0-1,0-1)	1
(0-1,1-3,0-1)	(0-1,1-2,0-1)	3
(-,1-2,0-1)	(-,1-3,0-1)	4
(-,0-1,0-1)	(-,0-1,0-1)	1
(-,0-2,0-1)	(-,0-1,0-1)	3
(-,0-1,0-1)	(0-1,0-1,0-1)	5
(0-1,0-1,0-1)	(0-1,0-1,0-1)	4

IX	X
(0-1,0-1,0-1)	(0-1,0-1,0-1)
-	-
(-,0-1,0-1)	(-,0-1,0-1)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
-	-
(0-1,8-10,1)	(0-1,8-11,1)
(1,1,1)	(0-1,-,0-1)
(1,0-1,1)	(0-1,-,0-1)
(0-1,5-7,1)	(-,2-3,0-1)
(1,0-1,1)	(0-1,0-1,0-1)
(0-1,-,0-1)	(-
(0-1,-,0-1)	-
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,0-1,0-1)	(-,0-1,0-1)
(0-1,1,0-1)	(0-1,0-1,0-1)
(0-1,0-1,0-1)	(-,0-1,0-1)
(0-1,-,0-1)	(0-1,0-1,0-1)
(-,0-1,0-1)	(0-1,1-2,0-1)
(0-1,1-3,1)	(0-1,0-1,0-1)
(0-1,0-1,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,0-1,0-1)	(0-1,-,0-1)
-	(0-1,-,0-1)
-	-
(0-1,1,0-1)	(-,1,0-1)
-	-
(0-1,-,0-1)	-
(0-1,-,0-1)	-
(-,0-1,0-1)	(-,0-1,0-1)
(3-6,0-3,3)	(1-9,--,1)

		VII
	13. Geography	-
	14. Education	-
	15. Mathematics	-
	16. Economics	-
	17. Home Science	-
	Total	(0-1,3-5,1)
VII.	TECHNICAL GROUP:	
	1. Woodcraft	(0-1,-,0-1)
	2. Book craft	(0-1,-,0-1)
	3. Tailoring	(0-1,-,0-1)
	4. Spinning & Weaving	(0-1,-,0-1)
	5. Industrial Chemistry & Science	-
	6. Music	-
	7. Arts	(0-1,-,0-1)
	8. History	-
	9. Civics	-
	10. Geography	(0-1,-,0-1)
	11. Education	-
	12. Mathematics	-
	13. Economics	(0-1,-,0-1)
	14. Drawing	(0-1,-,0-1)
	15. Modern Indian Languages	(0-1,-,0-1)
	16. Classical Languages	(0-1,-,0-1)
	17. Military Science	-
	18. English	-
	19. Commerce	-
	20. Commercial Geography	-
	21. Ceremics & Science	-
	22. Metal Work	(0-1,-,0-1)
	23. Home Science	-
	Total	(0-2,-,0-1)

XI	XII	n
(0-1,0-1,0-1)	(0-1,0-1,0-1)	4
(-,1-2,0-1)	(-,1,0-1)	2
(-,0-1,0-1)	-	3
(-,1-2,0-1)	(-,1,0-1)	3
(-,0-1,0-1)	(-,0-1,0-1)	1
(0-1,16-21,2-3)	(0-1,15-23,2-11)	6
(0-1,-,0-1)	(0-1,-,0-1)	8
(0-1,-,0-1)	(0-1,-,0-1)	8
(-,2-3,0-1)	(-,1-2,0-1)	8
(0-1,0-1,0-1)	(0-1,0-1,0-1)	8
-	-	1
-	-	3
(0-1,-,0-1)	(0-1,-,0-1)	8
(-,0-1,0-1)	(-,1,0-1)	7
(0-1,0-1,0-1)	(0-1,0-1,0-1)	9
(-,0-1,0-1)	(0-1,0-1,0-1)	9
(0-1,0-1,0-1)	(0-1,0-1,0-2)	5
(0-1,0-1,0-1)	(0-1,2-3,0-1)	4
(0-1,0-1,0-1)	((0-1,0-1,0-1)	13
(0-1,-,0-1)	(([illegible]-,0-1)	6
(0-1,-,0-1)	(0-1,-,0-1)	7
(0-1,-,0-1)	(0-1,-,0-1)	9
(0-1,-,0-1)	(0-1,-,0-1)	2
-	-	1
(-,1,0-1)	(-,1-2,0-1)	2
-	-	1
-	-	I
-	-	1
(-,0-1,0-1)	(-,0-1,0-1)	1
(1-9,--,1)	(1,--,1-3)	17

	XIII
I. HUMANITIES GROUP:	
1. Classical Languages	(0-1,1,0-1)
2. History	(0-1,-,0-1)
3. Geography	(0-1,-,0-1)
4. Mathematics	(0-1,0-1,0-1)
5. English	-
6. Drawing	-
7. Psychology	-
8. Modern Indian Languages	-
9. Home Science	(-,1,0-1)
10. Hygiene & Physiology	-
11. Logic	(0-1,0-1,0-1)
12. Civics & Economics	(0-1,-,0-1)
13. Indian Administration	-
14. Music	-
15. Economic Geography	-
16. Social Studies	-
Total	...
II. SCIENCE GROUP:	
1. Mathematics	-
2. Biology	-
3. Physics	-
4. Chemistry	-
5. Mechanics	-
6. Geography	-
7. Hygiene & Physiology	-
Total	-

WEST BENGAL

IX	X
(5-33,7-38,3-27)	(6-17,7-22,5-14)
(17-22,17-21,14-17)	(14-25,14-26,10-19)
(7-14,6-16,5-10)	(11-14,11-14,7-11)
(1-2,1-4,1-2)	(1,0-5,1-2)
(0-1,-,0-1)	-
-	(-,0-1,0-1)
(0-1,1-2,0-1)	(0-1,1-2,0-1)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(0-1,9-14,2-4)	(0-1,9-12,2-3)
(0-1,2-5,1-2)	(0-1,2-4,1-2)
(2-9,4-11,2-7)	(1-8,1-12,1-8)
(17-23,11-17,13-17)	(18-24,13-17,13-18)
(-,0-1,0-1)	(-,1-2,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(-,1,0-1)	(-,1,0-1)
(-,0-1,0-1)	-
...	...
(10-23,2-6,6-14)	(9-22,1-5,4-13)
(2-9,1-5,2-5)	(1-8,1-5,1-5)
(11-26,3-8,7-15)	(9-25,3-7,5-15)
(11-26,2-8,7-16)	(10-25,2-7,5-15)
(1-2,0-1,1)	(1-3,-,0-1)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(0-1,0-1,0-1)	-,0-1,0-1)
...	...

XI	XII	n
(7-19,14-28,7-14)	-	98
(31-41,54-67,26-34)	-	87
(23-32,26-51,19-24)	-	53
(0-2,1-6,1-5)	-	31
-	-	1
-	-	1
(1-2,2-4,1)	-	7
-	-	1
(-,14-22,3-4)	-	31
-	-	8
(3-12,3-25,3-12)	-	41
(18-31,22-29,16-23)	-	68
(-,1-2,0-1)	-	1
(-,0-1,0-1)	-	2
(-,6,1)	-	1
-	-	1
...	-	-
(21-37,3-12,12-23)	-	76
(6-12,4-13,4-8)	-	45
(25-42,11-29,14-26)	-	71
(25-43,11-26,14-27)	-	76
(4-6,-,2-4)	-	15
(0-1,0-1,0-1)	-	3
(-,0-1,0-1)	-	2
...	-	-

		VIII
III.	AGRICULTURE GROUP:	
	1. General Agriculture	-
	2. Animal Husbandry	-
	3. Farm Management	-
	4. Agricultural Science	-
	5. Agronomy	-
	6. Crop cultivation	-
	Total	-
IV.	COMMERCE GROUP:	
	1. Elements of Commerce	-
	2. Book Keeping	-
	3. Commercial Geography	-
	4. Business Organization	-
	5. Business Methods	-
	6. Short hand & Typing	-
	7. Civics & Economics	-
V.	HOME SCIENCE GROUP:	
	1. General Home Science	-
	2. Cookery	-
	3. Laundry	-
	4. Hygiene & Physiology	-
	5. Biology	-
	6. Home Management	-
	7. First Aid	-
	8. Mother Craft	-
	9. Home Nursing	-
	10. Food Nutrition	-
	11. Home Relationship	-
	12. English	-
	Total	-

IX	X
(0-1,-,0-1)	-
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	-
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(1-2,-,0-1)
(1-5,01,03)	(1-3,0-1,0-1)
(2-6,0-1,1-2)	(2-5,0-1,0-1)
(2-3,0-1,1-2)	(2-4,0-1,1-2)
(0-1,0-1,0-1)	(0-1,-,0-1)
(2-8,0-1,2-4)	(3-6,0-1,2-3)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(2-5,0-1,1-3)	(2-4,0-1,2)
(0-1,2-4,0-1)	(0-1,1-3,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(0-1,1-2,0-1)	(0-1,1,0-1)
(0-1,0-1,0-1)	(0-1,0-1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(0-1,2-5,1)	(0-1,2-4,1)

XI	XII	n
-	-	2
(0-1,-,0-1)	-	2
-	-	1
(1-2,-,1)	-	3
(1,-,1)	-	1
(1,-,0-1)	-	1
(1-2,-,1)	-	5
(2-6,-,1-3)	-	8
(2-7,-,1-4)	-	17
(1-4,1-3,0-2)	-	10
-	-	1
(5-14,1-3,3-11)	-	15
(0-1,1-3,0-1)	-	7
(5-12,1,3-9)	-	9
-	-	5
-	-	1
(-,0-2,0-1)	-	2
-	-	3
-	-	2
(-,0-2,0-1)	-	2
(-,0-1,0-1)	-	1
(-,0-2,0-1)	-	2
(-,0-2,0-1)	-	2
(-,0-1,0-1)	-	1
(-,0-2,0-1)	-	2
-	-	1
(-,1-3,01)	-	7

		VIII
VI.	FINE ARTS GROUP:	
	1. Designing	-
	2. Vocal Music	-
	3. Instrumental Music	-
	4. Sculpture	-
	5. Appreciation of Arts	-
	6. Drawing & Painting	-
	7. Home Science	-
	Total	-
VII.	TECHNICAL GROUP:	
	1. Applied Mechanics	-
	2. Applied Mathematics	-
	3. Geometrical & Mechanical Drawing	-
	4. General Engineering	-
	5. Physics & Chemistry	-
	Total	-
I.	HUMANITIES GROUP:	
	1. Classical Languages	-
	2. History	-
	3. Civics	-
	4. Economics	-
	5. Mathematics	-
	6. Drawing	-
	7. Modern Indian Languages	-
	8. Hygiene & Physiology	-
	9. Domestic Science	-
	10. Music	-
	Total	-

IX	X
(-, 1, 0-1)	(-, 1, 0-1)
(-,0-1,0-1)	(-,0-,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
((-,0-1,0-1)	(-,0-1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(-,0-1,0-1)	(-,0-1,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(1,-,0-1)	(0-1,-,0-1
(0-1,-,0-1)	(0-1,-,0-1)
(0-1,-,0-1)	(0-1,-,0-1)
(1,-,0-1)	(1,-,0-1)
...	...

DELHI

(3-5,15-29,3-7)	(3-5,18-24,3-7)
(14-25,7-21,12-20)	(12-24,8-21,11-20)
(8-14,4-8,7-10)	(9-14,4-11,6-12)
(7-19,16-37,6-19)	(5-18,14-34,4-17)
(1-4,2-3,0-3)	(1-3,1-5,0-2)
(8-18,-,6-12)	(5-16,0-1,3-8)
(4-11,0-4,2-9)	(2-10,0-2,3-8)
(1-2,0-6,0-1)	(0-1,5-7,1-2)
(-,4-7,1)	(-,5-10,2)
(0-2,3-7,01)	(-,4-8,0-1)
...	...

XI	XII	n
(-,1,0-1)	-	I
-	-	1
(-,0-1,0-1)	-	1
(-,0-1,0-1)	-	2
(-,0-1,0-1)	-	2
(-,0-1,0-1)	-	2
-	-	1
(-,0-1,0-1)	-	2
(1-4,-,1-3)	-	3
(2-4,-,1-3)	-	4
(1-2,-,0-1)	-	1
(1-4,-,1-2)	-	3
(2-4,-,1-3)	-	3
...	-	-
(5-10,22-32,4-7)	-	11
(15-20,8-26,11-15)	-	16
(9-17,6-22,6-11)	-	13
(5-14,17-35,2-13)	-	14
(1-3,2-5,1-2)	-	3
(5-13,-,3-10)	-	10
(4,-,0-3)	-	4
(-,5-7,...)	-	3
(-,8,...)	-	1
(3,4-9,...)	-	3
(...	-	-

		VIII
II.	SCIENCE GROUP:	
	1. Mathematics	-
	2. Biology	-
	3. Physics	-
	4. Chemistry	-
	5. Classical Languages	-
	6. Geometrical & Machanical Drawing	-
	Total	-
III.	COMMERCE GROUP:	
	1. Elements of Commerce	-
	2. Economics	-
	3. Mathematics	-
	4. English	-
	5. Modern Indian Languages	-
	6. Classical Languages	-
	Total	-
IV.	FINE ARTS GROUP:	
	1. Dancing	-
	2. Instrumental Music	-
	3. Classical Languages	-
	4. Domistic Science	-
	5. Appreciation of Arts	-
	6. Drawing & Painting	-
	7. Vocal Music	-
	Total	-

IX	X
(3-8,1-15,1-6)	(6,3-17,2-5)
(0-1,3-11,1-3)	(1,4-13,2-3)
(11-16,4-11,9-12)	(11-17,6-13,-14)
(11-16,4-11,9-12)	(11-17,6-13,11-14)
(0-1, -, 0-1)	(0-1, -, 0-1)
(11-14,01,7-9)	(12-15,01,8-10)
...	...
(5-19, -, 4-13)	(4-15, -, 3-10)
(5-17, -, 4-11)	(4-16, -, 3-11)
(3-6, -,2-4)	(2-3, -,1-2)
(3, -, 2)	(2, -, 2)
(2-10, -,2-5)	(2-10,-,2-5)
...	...
(-,1-4,0-1)	(-,4-6,1-2)
(-,1-5,02)	(-,3-4,1)
(-,5,2)	(-,3,1)
(-,10,3)	(-,14,5)
(-,2,1)	(-,4-6,1-2)
(-,2-6,1-2)	(-,3-7,1-2)
(-,1-2,1)	(-,2-4,1)
...	...

XI	XII	n
(6,4-19-2-8)	-	6
(1-4,5-14,2-8)	-	2
(8-21,6-14,10-17)	-	10
(8-21,6-14,10-17)	-	10
(0-1, -, 0-1)	-	1
(9-23,01,5-16)	-	8
...	-	-
(4-17, -,3-11)	-	7
(4-14, -,3-9)	-	5
(2-7, -,1-4)	-	2
(3, -,2)	-	1
(2-10,-,1-7)	-	4
(1,-,1)	-	1
...	-	-
(-,2-7,1-2)	-	1
(-,1-4,0-1)	-	1
(-,7,2)	-	1
(-,14,5)	-	1
(-,4,1)	-	1
(-,5-7,2)	-	1
(-,2-5,1-2)	-	1
...	-	-

		VIII
I.	HUMANITIES GROUP:	
	1. Classical Languages	-
	2. History	-
	3. Civics	-
	4. Geography	-
	5. Economics	-
	6. Mathematics	-
	7. English	-
	Total	-
II.	SCIENCE GROUP:	
	1. Drawing	-
	2. Mathematics	-
	3. Physics	-
	4. Chemistry	-
	5. Classical Languages	-
	6. Civics & Hygiene	-
	7. English	-
	Total	-
III.	COMMERCE GROUP:	
	1. Elements of Commerce	-
	2. Book Keeping	-
	3. Commercial Geography	-
	4. Economics	-
	5. Shorthand & Typing	-
	6. English	-
	Total	-

HIMACHAL PRADESH

IX	X
(1-5,1-20,1-6)	(4,-,4)
(9,19-30,2-12)	(8,18,10)
(14,19-34,2-17)	(8,18,10)
(-,1,0-1)	-
(12,19-32,2-15)	(8,18,10)
(-,1,0-1)	-
(9,19-31,2-13)	(8,18,10)
...	...
(4-11,3-4,-10)	(3-5,4,3)
(5,1,4)	(5,-,4)
(5,1,4)	(5,-,4)
(5,1,4)	(5,-,4)
(4-5,9,3-5)	(3-9,7-8,3-9)
(3-15,3-12,3-15)	(8-16,5,3-15)
(4,-,3)	(5,-,...)
(5,1,4)	(5,....4)
(3-6,2-6,3-6)	(2-4,2,3)
(1-2,-,1-2)	(1-2,-,1)
(3-6,3-6,3-6)	(2-4,2,3)
(3-6,2-6,3-6)	(2-4,2,3)
(2-5,2-6,2)	(1-2,2,1-2)
(1-6,2-6,1-6)	(1-4,2-4,3)
...	...

XI	XII	n
-	-	2
-	-	2
-	-	5
-	-	1
-	-	4
-	-	1
-	-	3
-	-	-
-	-	1
-	-	2
-	-	2
-	-	2
-	-	1
-	-	1
-	-	1
-	-	2
(31,-,33-25)	-	1
(23,-,11-17)	-	1
(31,-,33-25)	-	1
(31,-,23-25)	-	1
(31,-,14-23)	-	1
(8,-,6-25)	-	1
...	-	..

		VIII
I.	HUMANITIES GROUP:-	
	1. Classical Languages	-
	2. History	-
	3. Geography	-
	4. Mathematics	-
	5. Psychology	-
	6. Home Science	-
	7. Hygiene & Physiology	-
	8. Logic	-
	9. Civics & Economics	-
	10. Music	-
	Total	-
II.	SCIENCE GROUP:	
	1. Mathematics	-
	2. Biology	-
	3. Physics	-
	4. Chemistry	-
	5. Mechanics	-
	Total	-
III.	COMMERCE GROUP:	
	1. Business Organization	-
	2. Business Methods	-
	3. Shorthand & Typing	-
	4. Book Keeping & Commercial Arithmetic	-
	5. Civics & Economics	-
	Total	-

TRIPURA

IX	X
(15-35,6-31,11-21)	(17-36,2-17,1-14)
(18-33,6-20,13-21)	(22-31,6-30,14-19)
(1-6,1-17,2-4)	(4-8,2-21,3-5)
(0-1,-,0-1)	(0-1,-,0-1)
(12-4-7,...)	(13,5-8,...)
(-,4-13,....)	(-,6-20,6)
(-,7-12,3-5)	(-,11-14,6)
(0-2,4-13,2-4)	(1-5,3-9,2-4)
(13-37,5-15,10-28)	(8-31,7-13,8-21)
(-,0-2,0-1)	-
...	...
(2-19,2-5,1-11)	(5-16,4-7,3-8)
(2-6,7-12,1-3)	(4-10,10-15,2-5)
(7-22,10-16,4-13)	(15-22,16-19,7-11)
(7-22,10-16,4-13)	(15-22,16-19,7-11)
-	(3,-,1)
...	...
((10-13,-,6-7)	(8,-,4)
(5-9,0-1,3-5)	(4-15,1,2-7)
(0-3,-,0-2)	(0-5,-,0-2)
(4-6,0-1,3-4)	(3-10,0-1,2-5)
(5-9,0-1,3-5)	(4-15,1,2-7)
...	...

XI	XII	n
(6-42,11-15,5-21)	-	5
(9-25,23-36,9-31)	-	4
(2-13,21-41,2-5)	-	2
-	-	1
(-,4-15,...)	-	1
(-,16-26,...)	-	2
-	-	1
(1-7,3-8,1-6)	-	2
(9-59,6-9,9-31)	-	5
-	-	1
...	-	-
(4-36,5-9,4-15)	-	3
(3-14,12-17,2-7)	-	2
(8-42,20-22,6-10)	-	3
(8-42,20-22,6-8)	-	3
-	-	1
...	-	-
-	-	1
(5-20,-,3-10)	-	1
(1-4,-,1-2)	-	1
(3-16,-,2-8)	-	1
(5-20,-,3-10)	-	1
...	-	-

		VIII
IV.	HOME SCIENCE GROUP:	
	1. General Home Science	-
	2. Hygiene & Physiology	-
	3. Biology	-
	Total	-
V.	FINE ARTS GROUP:	
	1. Dancing	-
	2. Appreciation of Arts	-
	3. Music	-
	4. Drawing & Painting	-
	5. Home Science	-
	Total	-
VI.	TECHNICAL GROUP:	
	1. Applied Mechanics	-
	2. Applied Mathematics	-
	3. General Engineering & Drawing	-
	4. Physics & Chemistry	-
	Total	-

IX	X
(-,11-18,4-8)	(-,9-20,4-10)
(-,11-18,4-8)	(-,9-20,4-1)
(-,4,2)	-
...	...
(-,1,...)	(-,1,...)
(-,3-6,...)	(-,3-7,...)
(-,3-4,...)	(-,3-7,...)
(-,2-4,...)	(-,2-5,...)
(-,2,...)	(-,1-2,...)
...	...
(2,-, 1)	-
(1-6,-,1-3)	(7,-,3)
(2-6,-,1-3)	(7,-, 3)
(2-6,-,1-3)	(7,-,3)
(2-6,-,1-3)	(7,-,3)

XI	XII	n
-	-	1
-	-	1
-	-	1
-	-	-
-	-	1
(-,6-9,...)	-	1
(-,6-8,...)	-	1
(-,4-7,...)	-	1
(-,2-3,...)	-	1
...	-	-
-	-	1
-	-	1
-	-	1
-	-	1
-	-	1

		VIII
I.	HUMANITIES GROUP:	
	1. History	-
	2. Civics	-
	3. Domestic Science	-
	4. French	-
	5. Portuguese	-
	6. Lower Mathematics & Geometr ical Drawing	-
	Total	-
II.	SCIENCE GROUP:	
	1. Mathematics	-
	2. Biology	-
	3. Physics	-
	4. Chemistry	-
	5. Geometrical & Mechanical Drawing	-
	6. Portuguese	-
	Total	-

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IX	X
(3,1,2)	-
(1,5,3)	-
(-,6,3)	-
(1,1,1)	-
(2,5,4)	-
(3,6,4)	-
...	-
(15,9,12)	-
(7,7,7)	-
(15,9,12)	-
(14,9,12)	-
(9,2,5)	-
(2,1,1)	-
(3,6,4)	-
...	-

XI	XII	n
-	-	1
-	-	1
-	-	1
-	-	1
-	-	1
-	-	1
-	-	1
-	-	1
-	-	1
-	-	1
-	-	1
-	-	1
-	-	1
-	-	1
-	-	-